

Sports Premium Report for the Academic Year 2014 - 2015.

Introduction:

Calow Primary School was allocated £8800.00 for the academic year 2014/2015 for the development of physical education and sport. The funding has been used in a variety of ways including improvement of the quality and breadth of PE and sport provision. The funding is to ensure that all pupils develop healthy lifestyles by greater participation in school sport and competitions, engaging in healthy eating. It is also for schools to use PE and school sport to extend learning in other subject areas such as maths, participation in an increased diversity of sports in a rich and engaging curriculum, receiving high quality PE teaching and lunch time sports activities.

Physical Education:

Continuous professional development and support has been provided by the Chesterfield Schools Sports Partnership (CSSP) throughout the year.

Liz Richards has supported staff in key areas including: assessment, resourcing for the new curriculum and the importance of the new curriculum to plan in a cross curricular way including topics. Liz Richards has adapted the curriculum with the PE subject leader to ensure that all key areas and fundamental skills are covered in the long term plan.

One member of staff has had additional support in planning for overt teaching of skills and progression. Liz Richards has also supported in the teaching of the skills in lesson time. Steps are being taken with the Chesterfield School Sport's Partnership and Bolsover Partnership to develop the evaluation process.

Impact:

The impact of Liz Richards on teaching and learning has been monitored by the subject leader through learning walks, discussion with the School Council and other target groups and weekly meetings with Liz Richards to ensure that whole school issues and concerns are met. Learning walks have shown a good impact in some year groups and progress has been good. There are some year groups where further support has been deployed and a range of meetings held to provide support with both the subject leader and Liz Richards.

Planning and Assessment:

Revised planning formats have been implemented by all staff. Planning works on a medium term basis and staff plan for a series of lessons. Planning no longer requires a set amount of weeks to be taken to complete a unit. This ensures that skills are embedded and secure before they move on to another area of study. Planning adheres to the needs of the pupils in the cohort and is reflected in the long term plan. Annotations show where other curriculum aims have been achieved to ensure pupils are confident and competent in their year group expectation or for their end of key stage statements. Planning workshop time has been allocated for staff to plan units with the support of Liz Richards. Planning has been developed with the subject leader and CSSP in conjunction with North East Derbyshire Partnership.

Baseline assessments have been completed for 6 identified pupils in each year group by Liz Richards and the class teacher. Planning has been developed and these pupils tracked using the new progression grids for academic year 2014. A new baseline assessment has been completed for each individual area of the Physical Development curriculum.

Assessment has been supported through the use of iPads. 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 using iPads 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 are

being collated to match those pupils that are emerging, expected of exceeding in line with Assessment without Levels.

A further document has been developed using Focus Education materials. Assessment is 'whole class' and each pupil is assessed using expected, emerging and exceeding to ascertain progress. Each pupil will also use their own tracking sheet to take ownership of their own target setting in Physical Development.

Impact:

From planning scrutiny and discussion with staff there has been a positive impact on planning and teaching. Staff use the planning resources to plan for clear progression. Planning clearly teaches to the National Curriculum aims and purposes and teaches fundamental skills. There is clear development for all pupils in thinking, doing, knowing and feeling aspects of PE ensuring that there is well embedded skills. Planning no longer adheres to the old QCA units and sports, instead staff have chosen their own sports as contexts to teach through. Assessment is being used to inform the next steps in planning in terms of red, amber, green and shows on going annotations to support consistent approaches to teaching and learning.

Annotation of planning has been successful and detailed. Liz Richards has supported staff with the nature of the annotations including identifying children without kit, differentiation, LA, additional support, re -planning of activities in relation to the developmental age of children. Medium term plans have been utilised by all staff, individual lesson plans are taken from the medium term plan and adapted as needed.

Assessment in school has been completed and teachers have shown that they have a clear understanding of the step in the progression document that their pupils are at. Discussion with class teachers has shown that planning is being used effectively to support vulnerable pupils. The impact of the assessment has shown positively in learning walks, pupils are sufficiently challenged in most year groups and those pupils requiring support are well differentiated for also.

Health and Safety audit of Physical Education:

A full audit of PE and School Sport Audit has taken place for Health and Safety. Calow Primary School has been praised for the staff's awareness of Health and Safety in and around PE lessons.

Impact:

The audit has led to identification of strengths and areas for development in the next academic year. Areas of development have been actioned and include new risk assessment in addition to those which have already been completed for Gymnastics and Games. Risk assessments have been completed for Hockey and Striking and Fielding in addition to those present.

Competition:

The School has received Level 1 school games (intra – school) support. Calow Primary are members of the Derbyshire School Sports Association. Children have taken part in a variety of sporting competitions.

Impact:

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. Competitions have provided opportunities for higher attaining/gifted and talented pupils to showcase their skills and play competitively. The completion of a variety of sporting accolades attributes to achievement of School Games Kite Mark which will be applied for in the next academic year along with the PE quality mark.

Special Educational Needs and Disability:

Mr. Mansell provided Boccia coaching during Autumn term 2. Tennis coaching has been provided for Years 3,4 and 6.

Two teachers have completed training with Martin Mansell to implement STEP principles to fundamental teaching of skills in PE. Planning has been created with discussion between PE subject lead and Key Stage Lead to ensure that there is clear progression in skills and implementing the game of Boccia.

A full day's INSET training has been completed by all staff members in the STEP principles relating to Physical Education sessions. All staff have commented on the useful aspects of the day including a wealth of activities and ideas that are applicable to the classroom. The STEP principles are evident in planning from scrutiny. Liz Richards has attended full training in STEP in the Primary Curriculum and is now supporting staff in the use of principles in 1:1 feedback sessions adapted to each classes needs.

Impact:

Pupil voice showed that the children enjoyed the sessions with Martin Mansell. Children commented that the sessions were fun and involved skills of Boccia. Impact on teachers' differentiation and planning to include the STEP principles has been limited. Planning has further been supported in other areas with the support of CSSP and the subject leader.

Club and Community Links

Premier Sport has been employed this year to encourage a wider range of sporting activities for all children in School and promote CPD opportunities for staff.

A meeting has taken place (20.1.15) with Premier Sport. A review meeting with Richard and Chris (Area Manager and Coach) took place on 28th April.

Communication with one identified coach has been positive and discussion between the Subject Leader and the individual has led to skills in multi-skills (PPA) time to be utilised effectively to support the areas that require most development.

Collection of qualifications has taken place for all coaches from Premier Sport and these form part of the Premier Sport file. All coaches are appropriately qualified. There is 1 coach who is supported by another coach in Gymnastics. Discussion has taken place between Chris Dixon and the Subject Lead regarding Awareness of Coaching in Education. All coaches with Level 2 NGB are awarded this as standard.

Scrutiny governance has been carried out by Mr K. James and he has observed a variety of the sports with a range of coaches. The scrutiny governor for Sports Premium has met with the subject leader to discuss areas for development in Physical Education and support provided from Chesterfield School Sports Partnership (CSSP), Premier Sports and Chesterfield Football Club.

The scrutiny governor has visited all year groups after school provision to identify features of each session. The scrutiny governor has attended three sessions with Liz Richards. The Scrutiny Governor has had also attended sessions run by Chesterfield Tennis Club.

Impact:

The impact of having a specialist coaching staff for PE has been variable for different sports. The increased programme of extra-curricular activities has shown some children displaying a keen interest in activities such as gymnastics and the use of large apparatus; basketball, cricket and football.

Attendance has been variable throughout the year, with some classes in KS2 having a lower attendance than others. Attendance has varied based on several factors as fed back by pupil voice:

- The chosen sport.
- The coach facilitating
- Gender specificity of certain sports (eg: fewer girls attended tag rugby).
- Parental involvement and availability to collect at the end of the session.

Skills development has been mixed with some year groups having a higher level of skill taught than others. Children respond to a variety of coaches in a variable way due to their level of classroom management.

Talent identification and Development:

Children have been identified by class teachers. There are a number of children on the Higher Attainers' register for PE and Sport and staff have highlighted these children and planned effectively for them. This is supported through planning scrutiny. There has been no involvement from the CSSP with regards to talent identification to support sporting legacy for Calow Primary.

Impact:

Children have been identified for the Higher Attainers' and Gifted and Talented registers, respectively. Those children identified as gifted are provided wave 2 intervention and support. Those who are Higher Attainers are planned for through differentiation in medium term planning.

Action Points for academic year 2015/2016:

- CSSP (Chesterfield School Sports Partnership) to provide quality coaching/team teaching with identified staff members in areas that have been highlighted as needing development :
- Units of work will be developed.
- Teaching skills will be modelled and then team teaching will occur.
- Observations by CSSP will take place then during the team teaching units to develop skill level in staff. Talent identification from outside agencies – Synergy.
- Subscription to CSSP for the academic year, providing membership for the Youth Sports Trust.
- MDS training to include development of play leading at lunch time – provided by the CSSP.
- Further development of the assessment process with children – self and peer assessment.
- Qualification of the Sainsbury's School Games Kite mark quality mark – to begin September 2015 for Silver award.
- Implementation of new assessment procedures.
- Balance bike Training to continue for Reception Class children/ Bike ability for Year 6 cohort.
- Proposed implementation of Synergy to ensure coaching opportunities for children after school through extension of the school day.
- To enter more KS2 competition.