

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.

Milborne St Andrew PE and Sports Premium Impact Report 2014-2015 July 2015

Allocation: £8827

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

PE and Sport Premium Overview

For the academic year 2015–2016 our school received £ 8320, this was 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
- 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 contributed to DASP Ltd to employ Levi Dailey, 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 has been 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)

For the academic year 2016–2017 our school received £8305 Sports Premium Grant this will be spent in the following ways:

- Implement a wide range of sports activities before, during and after school; Subject coordinator to support staff with particular focus on physical activity during these times
- Target particular groups to participate in sporting events and clubs
- 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.
- Increased confidence of support staff through team teaching with DASP Coordinator to focus on physical activity in non-curriculum time

£4152.50 has been contributed to DASP Ltd to employ Levi Dailey, to continue his support with our school and facilitate intra games against other schools. He will support our sport specific programme, attending Milborne regularly to work with the children. He will also work with the Teaching Assistants to develop our sport provision and to train staff with our multi-ability cog learning.

£3175 of our grant has been used to employ Ben Billington as a sport specific TA. Ben has been supported by DASP coordinator and subject leader including training, providing schemes/ lessons of work and supporting resources to lead lunch time and after school club activities.

£231.50 Attendance at Real PE conference and supply teacher cover

The remaining £746 has been put towards developing the school's outdoor facilities.

Our intended outcomes from this expenditure are as follows:

- Increased leadership capacity of support staff to provide physical activities.
- Increase in number of children being physically active and taking part during school and out of school hours.

Milborne St Andrew Primary PE and Sports Premium Impact Action Plan 2015-2017

Allocation: £8305

Action/Area	Intended Impact	Review
Employment of DASP coordinator for the purpose of: Developing Learning and Teaching [MAIN USE]	<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>2015-2016 Real PE Impact Report</p> <p>TD - Parachute/ bench ball (Spring) + OE (Summer) Apprentice BB - Tag Rugby (Spring) + Football (Summer)</p> <p>Festivals LD - Both KS1 + KS2 each half term opportunities inter and intra competitions</p> <p>2016-2017 Staff including support staff TD and BB are confident using 'Real PE' and sport specific schemes of work. This is reflected in TD and BB team teaching with LD and following this up by leading after school club activities using these strategies.</p> <p>OE - 4/80 chn indicated that they did not enjoy OE. 95% enjoy.</p> <p><i>Action 2017</i> <i>Subject leaders and DASP coordinator carry out joint lesson observations Autumn and devise development plan based on identified criteria for peer observations/ support</i></p>

<p>Release of PE subject leader for the purpose of: Developing Learning and Teaching</p>	<p>- Assessment data across the year shows an increase in the percentage of children meeting age related expectations</p>	<p>2015-2016 YR- 77% ELG but 0% FMS and 73% Multi-Ability Skills <i>Action 2016 Daily Physical</i> Y2- 6/15=40% FMS ARE with 5chn not achieving due to one aspect [agility] <i>Action 2016: KS1 Gymnastic Module with LD</i> KS2- 6/32=19% FMS ARE with 5chn not achieving due to one aspect [coordination] <i>Action 2016: KS2 Games Focus with LD</i> 2016-2017 YR- 95% ELG; 48% FMS & 81% MAS Y1- <i>Action: Focus equipment & agility aspects to achieve ARE in Y2</i> Y2- 12/15=80% ARE FMS & 100% MAS with 2chn not achieving due to one aspect [equipment] <i>Action: 2017 Ball Skills Module with LD</i> KS2- 13/30=43% ARE FMS & 60% MAS Increase % of FMS +18 in YR; +40 in Y2 and +24 in KS2 <i>Action 2017: Support KS2 to increase % of chn achieving ARE at Red Level</i></p>
<p>Clubs</p>	<p>- 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>	<p>2015 Football, Dance, Tennis, Parachute Games 2016 Football, Tennis, Archery, Parachute Games, Benchball, Tag Rugby, Dance, Cricket, Fencing, Basketball, After school club 4-5:30 change for life/ sporting opportunities Mon, Thurs, Fri Attendance at Clubs 2016-2017: YR- 19/21 with 11/21 chn attending x2 clubs Y1- 11/12 with 2/12 attending x2 Y2- 13/15 with 8/15 attending x2 Y3- 11/17 with 4/17 attending x2 Y4- 13/15 with 8/15 attending x2 Whole School 67/80 attend one or more sporting club=84% with 33/80=41% attending x2 or more PP- 5/7 attend one or more sporting club=71% <i>Action 2017: Target chn who did not attend any sporting club</i></p>
<p>Planning clinics and training twilights to support all staff</p>	<p>- 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</p>	<p>2015-2016 Real PE Impact Report 2016-2017 TD + JG attended 'Change for Life' Training BB attended Tennis Training</p>

	<p>children in lessons</p> <ul style="list-style-type: none"> - Increased skill set of teaching staff including more confident use of technical language 	
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 	<p>Storycise Introduced in addition to PE lessons as Intervention</p> <p>At end of KS1 2017 12/15chn = 80% ARE FMS with 2chn not achieving due to one aspect [equipment] & 100% ARE MAS</p>
Sports Committee	<ul style="list-style-type: none"> - 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. 	<p>Roles and expectations established. Children write application letter in Autumn term 1.</p> <p>Appointed Autumn Term 2.</p>
Inter-school and Intra-school Competition	<ul style="list-style-type: none"> - Increase range of sports and quantity of competitive fixtures through 'Real PE' Intra-Level competition within PE lessons and DASP Inter-Level competition. 	<p>2015-2016 Festivals LD - Both KS1 + KS2 each half term opportunities inter and intra competitions</p> <p>2016-2017 Festivals LD - Both KS1 + KS2 have had opportunities for L2 competitions half termly. In addition x3 opportunities for L1 competition over the year.</p> <p><i>Action 2017: Increase opportunities for L1 to half termly events.</i></p>
Assessment	<ul style="list-style-type: none"> - New assessment grids to impact data collection on performance and areas for development (to inform curriculum planning 2016-2017) 	<p>Based on data gathered 2015 Autumn Term with LD planned as follows: KS1 Object Control and additional Gymnastic module; KS2 Games Invasion and Defending Tactics</p>
Joint lesson observations with PE subject leader	<ul style="list-style-type: none"> - Observations will show an increased number of good or outstanding lessons. 	<p>Due to time restrictions this has not taken place.</p> <p><i>Action 2017: Identified targets/ criteria to be observed throughout academic year</i></p>
Develop links with local club based coaches	<p>Provide children a pathway to pursue sport outside of school</p>	<p>2015-2016 Tennis + Dance</p> <p>2016-2017 Tennis, Dance, Basketball, Premier Sport, FA Skills Girls Football + Sports First Academy</p>

Actions Overview for 2017-2019

Based on Impact Report 2016-2017

Actions: Developing Teaching, Learning and Assessment

Intended Outcome

DASP Coordinator and subject lead carry out joint observations in Autumn 2017

Targeted skills development plan
Consistently good or better teaching

Joint lesson observations (peer learning) with subject lead with a focus on targeted skills

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'

Observations will show an increased number of good or outstanding lessons

Actions: Achievement of Pupils

Develop L1 Competitions and Festivals

Children to participate in half termly end of unit of opportunities

LD to Target weakness aspects of FMS in Autumn Term with focused model work

Narrowed gap of targeted aspects so that Y1 children achieve ARE at Yellow Level and Y2 children at Green Level

Action: Personal Development, Behaviour and Welfare

Develop clubs and links with local based coaches

Provide target children a pathway to pursue sport outside of school