

Milborne St. Andrew First School: Primary PE and Sport Premium Impact Report March 2015

Background: The school received funding from the Department for Education to improve the quality of PE and Sport for all children at Milborne St Andrew. The impact of the Primary PE and Sport funding must highlight an increase in the participation, standards, attainment and progress of all pupils. Additionally it should encourage pupils to develop healthy lifestyles and support children in reaching the performance levels that they are capable of.

Priority Area 1: To use sports funding to improve the quality and breadth of PE and sport provision

Success Criteria: Participation levels increased in sporting activity from 2013/14 levels

Date	Lead	Aim	Actions		Future Development Plans
			Where we are now	Where we are going	
JW/ LD	Increase teachers subject knowledge and confidence in delivering PE		<ul style="list-style-type: none"> Audit staff skills: Staff have completed self-review. Children to be interviewed Using audit, questionnaire and observations. Shared during staff meeting 12/11/13 	Data to be analysed and an action plan made for staff; Summary of interview shared with staff and actions talked through with School Games Crew	'Real PE' scheme and training for staff.
				Action plan for CPD (individual)	
			<ul style="list-style-type: none"> Observation undertaken by co-ordinator All class teachers have been observed. 2 half hour sessions instead of 1 hour focused on fundamental movement skills (use of leap into life programme) 	Whole school developments taken from observations 1) participation to be increased by engaging children in physical activity from the moment they enter space 2) Differentiation to be encouraged through focused comments/ questions/ success criteria	PE skills assessment to be devised and shared with staff.
				Co-ordinator and Levi to work alongside teachers	Using audit, questionnaire and observations. JW to monitor and Levi to team teach with teachers.
Results	The school engages fully with opportunities to up skill staff and other adults supporting learning by attending PE and Sport CPD and other events organised by the local Primary PE Partnership.				
Positive Impact	Previously: PE time set in 2 separate hourly slots per week – which whilst in some areas this was consistently taught, in others it was not. Previously: Non-specialist PE teachers with varying knowledge and training teaching class of up to 25 children.		2013-2014: x2 half an hour sessions increase participation and utilised time active and one hour Action Van – which is planned and taught consistently every week. 2014-2015: DASP Coordinator and Olympic Legacy Leader working alongside every class teacher to lead the lesson and up-skill teachers and provide extra support for varying needs.		

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JW Ensure children access daily exercise	<ul style="list-style-type: none"> Provide training for midday supervisors to introduce playground games at break and lunchtime Develop school games committee (crew) in Key Stage 2 Olympic Legacy Leader to provide lunch time club Playground leaders (KS2 children from Milborne School Games Crew) to develop, organise and lead playground games 2 lunch times a week. 	Wake and shake leaders to lead session x3 lunch times a week. Linked with other areas of the curriculum such as 'World Book Day' when the children carried out an 'extreme reading' session and continued this learning at home in Key Stage 2	Link with Sustrans to increase knowledge of bike safety – use of bikes and scooters after school Bikeability training for Y4 Energy club/ Change for Life Resources targeted children Health and Fitness built into every lesson + focused week
JW Ensure quality first PE sessions	Monitor provision of action van through observations, assessment data and tracking themes.	Co-ordinator lead staff training in PE and sport	CPD for staff in focused area Monitor and review planning process – New curriculum/ 'Real PE'
Positive Impact	Key Stage 1 classes used a range of games and activities gained from the skill lessons or supplied by the DASP coordinator to improve all areas of children's fitness		Key Stage 2 completed a unit of health and fitness within PE. The children will assess their own fitness development and manage their own progress with support.
JW Provide a wide range of extra curricular activities	Sports Day: Date has been shared with Levi. Sports leaders have been booked. Action van will collate scores.	School Games Day organised with the support of Sport Leaders (Level 1)	Establish partnerships with local community sports clubs to provide after school sport opportunities
	Classes to show case leaning with themed intra-competitions (Level 1): earn points for House teams	Participation in DASP area inter-competitions (Level 2)	
	Key Stage 1 have participated in multi-skills festival led by sports leaders	After school club for each key stage to be held on Wednesdays led by teachers. Football club developed with DS (parent/ coach) for Key Stage 2	
Report	The vast majority felt well informed about the additional sport on offer (parent survey). Children were happy that there was a good variety of sporting opportunities on offer at lunchtimes and after school and knew that if the club was not provided by or at school they could link to a local club. Since September there has been a 10% increase in KS1 children participating in extracurricular opportunities and 15% in KS2.		
Positive Impact	Previously: Sports club consisted of active club for YR, 1 and 2 and netball, football and active club for Y3 and 4. On average 40 children took part in extra-curricular clubs across the year.	2014-2015: Increased choice and options to participate in a range of activities. Across the year 2 clubs run at lunchtime, one for KS1 and one for KS2 increasing in Summer term with football club also. For each term new extra-curricular timetable has been created by OLL and participation has reached 60 children. Intra and Inter-school competition has increased from 2013/2014 and a range of year groups have participated in tournaments and festivals, throughout the year, in the following areas: football, dance, basketball, multi-skills, gymnastics, kwik cricket and athletics.	

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JW Raising the Sports Profile and Celebrating Sporting Achievement	Co-ordinator to attend DASP area networks (link with Levi)	Co-ordinator to liaise with West Dorset School Games Organiser (Link with Dale)	Application for Gold Sainsbury's School Games Kitemark (June 2015)
	Create link for pupils and parents to School Sport Games on Milborne website (First week back after half term)	Blog events and news on School Sport Games website and display board within building	
Report	<i>Year 4 'School Games Crew' was established at the start of the school year to support with sporting activities in school and create sports role models for the rest of the year. Children attended workshops help by Year 8 sports leaders and then wrote letters of application for various positions to school coordinator. These positions were given out in response to letters and Year 4s blog events, score events, lead games or dances at lunchtime and attend council meetings twice a year. Sports Relief, School Games Day, Bike-a-thon and Milborne Football Festival have been used to raise the Milborne sport ethos to parents and within the community – with emphasis on competitive sport and showing sportsmanship qualities as well as celebrating the children's sporting achievements.</i>		
JW Improve fundamental movement skills and physical literacy	<ul style="list-style-type: none"> Co-ordinator to attend School Sport Conference Observation undertaken by co-ordinator 	Co-ordinator and Levi to work alongside teachers Co-ordinator lead staff training in PE and sport	Co-ordinator to attend PE and sport training to feedback to staff
Report	<i>All teachers, including action van staff, were observed teaching PE by school coordinator and DASP coordinator. Positive relationships between pupils and their peers and teachers, which created a positive climate for participation and learning. Following this monitoring review, Milborne has set targets to continue to develop and improve Sport and PE. "There is a broad vision for PE and Sports provision now and into the future" coordinator discussed with Ofsted.</i>		
Crossed actions – completed actions on school development plan. Red actions – added to action plan in light of completed actions on school development plan.	Evaluation: Teachers confident in delivering a wide range of areas of learning in PE (planning; audit ; observation) Teachers clear of content in long term plans in PE for sustainability (long term plans) Children take part in daily exercise and sporting activity (interview, observation, planning) Children take a greater part in sporting activities in school compared to 2012/13 (initial audit, registers, analysis)		

Actions / Tasks	Success Criteria	Timescale	Resources	Monitoring / Evaluation
To use sports funding to improve the quality and breadth of PE and sport provision.	Children and adults in the school are enthusiastic about sports and PE.	2014-2015	Monitoring of planning Monitoring of lesson delivery Lunchtime and After School Sports Clubs	Teachers confident in delivering a wide range of areas of learning in PE (planning; audit ; observation)
Maintain awareness of the importance of sport and fitness across the school. Increase teacher confidence in delivering PE lessons so that they are all at least satisfactory with many good and outstanding. Children across the school are reaching age expected levels in all aspect of PE. The whole school community builds on the spirit of the London 2012 Olympic Games.	100% of lessons monitored are judged to be good or above. The London 2012 Olympic games feature in PE ethos and delivery. Assessment developed focused on skills.	3		Teachers clear of content in long term plans in PE for sustainability (long term plans) Children take part in daily exercise and sporting activity (interview, observation, planning) Children take a greater part in sporting activities in school compared to 2012/13 (initial audit, registers, analysis)