



Town Lane Infant School

Primary PE & Sports Grant Report 2014-2015

Aims and Objectives

1. To improve the quality of teaching and learning in PE and Sports at Town Lane Infant School
2. To increase pupil participation in sport and physical activity, including SEN+D pupils
3. Broaden the range of sporting opportunities and experiences available to all Pupils, thus promoting inclusion as well as excellence
4. To promote good health and fitness and develop a love of sport and physical activity for all children to carry forward in life

Overview

Youth Sport Trust Website, 2015, has released a report outlining the state of Physical Education in UK schools. There were many positive findings from the report, with schools recognising the positive effects of PE. The main findings outlined that:

- 95% of respondents considered PE to contribute to life skills such as confidence; resilience, resourcefulness, teamwork and communication skills
- 91% of schools stated that PE made a positive contribution to pupil achievement
- 70% of schools outlined that PE helped with behaviour and truancy issues
- 69% of schools outlined that PE was beneficial to pupil attainment

For the most part, schools showed a positive attitude towards PE, with 97% of schools attempting to encourage PE throughout the school day and as part of daily life

Use of Sports Premium Funding at Town Lane

- CPD for staff from Nursery to Year 2
- Gross motor programme – Mr Sewell ran sessions during weekly lunchtime sessions, focusing on targeted Y1 children that need additional gross motor experiences to refine their large and their smaller movements
- Competition between schools – Year 2 Brackenwood Infant School – summer term

- Planning, implementing and reviewing the Long Term PE Plan with the PE Subject Leader to incorporate the new Wirral P. E Scheme of Work purchased from EQ
- Support given to staff in using new and developing assessment formats
- New activities have been incorporated into the LTP and Mr Sewell has demonstrated how to teach these new areas of learning – e.g. athletics, Rounders

In addition to the Sports Funding, School accessed an Awards for All Grant to help two, three and four year old children develop their physical skills through a 'Rhythm and Rhyme Time' programme/Diddy Dance sessions. This was offered to families of very young children as well as our F1 pupils. Its aim was to reduce the number of pupils entering F1 with weak physical development skills.

Link physical Education with Other Subjects that contribute to Pupils' Overall Achievement and their Greater Social, Spiritual, Moral and Cultural Skills

- In the LTP there is now a sports day unit which helps the children to practise the skills needed for sports day
- Cross curricular links with ICT (assessment in PE – photographs/videos)
- Cross curricular links to Science (health and fitness, body parts)
- Cross curricular links through Dance (Year 2 themes – sports coaching staff)

Gross-motor Programme

This programme has been carefully monitored by the SEN coordinator; class teachers and Mr Sewell to ensure the children attending were the most in need of additional support. Children were selected in September by examining their end of foundation stage data and identifying the children that had not achieved 'expected' within the physical development area of the curriculum. Continuous assessment through observations and discussions with class teachers determined who would attend the additional lunchtime club each week. Further children joined the club at the end of the autumn term when Forest Schools had finished and these too were children that had not achieved 'expected' in a number of areas during F2.

Children were excited to attend each week and Mr Sewell noted their skills had significantly improved during the year. There was an added incentive to win a mascot 'Pluto' for the week to represent the child who demonstrated good use of skills in the sessions.

Impact of the Gross Motor Programme

- children were refining their motor skills whilst having fun
- -as well as the physical aspect of the club there was a noticeable improvement in the children's confidence and self –belief
- all children loved the club and loved trying new things
- children always wanted to demonstrate and show their achievements
- -the club helped certain children with their behaviour, as well as the obvious discipline aspect to any sport or sports activity, children would want to do well in class and also save their energy as they knew they could release it within the club
- following discussions with class teachers, it was clear that both gross and fine motor skills were improved to a good standard, the majority of children would need to access club for a single term to bring their skills in line with their peers, however some children only needed half a term's support
- noticeable difference within lessons, not only physical education but also with writing, drawing and general concentration

Working with teaching staff

When staff completed a PE audit at the beginning of the academic year, they were honest in identifying particular areas of the PE curriculum they didn't feel as confident in teaching. Throughout the year all teaching staff and some teaching assistants have worked closely with Mr Sewell to deliver part of the PE at Town Lane. They have observed different strategies, use of equipment and how to closely tailor provision for various groups of pupils in dance, gymnastics, games, athletics and rounders during the year.

They have used these sessions to take notes on important teaching strategies and classroom organisation. This provided an excellent opportunity to team assess the children at the end of each unit using the new school assessment pro-forma.

A full audit will be completed in September to compare standards.

Embedding the new scheme of work and implementing new assessment procedures

This has been a huge success this year and all staff after training showed a good awareness of the expectations of the EQ scheme of work. In addition, Mr Sewell has been teaching units from the scheme. The coverage of skills has been revamped to ensure progression across the key stages and year groups and to also match the topics covered in other curriculum areas.

Teachers and the sports coaches continue to learn how to assess using the new scheme and also using the school's Classroom Monitor

assessment format. The way in which PE has been assessed over the year has changed a number of times as in September teachers were delivering PE from a combination of different schemes and in January the new EQ package was introduced. The end of unit assessment format has changed a number of times with input from teachers informing decisions about what knowledge, skills and understanding the children had gained in order to enter this data into the assessments found on Classroom Monitor. Teachers will continue to embed their knowledge of the new National Curriculum and outcomes that show children to be on track at the end of each of the year groups.

Next steps:

- 1) Working alongside coaching staff, embed the new Wirral Scheme of Work and implement refined assessment procedures in order to further raise standards.
- 2) Increase the opportunities for pupils to participate in intra and inter-school competitive sports through raising awareness of 'personal bests', year group competitive days and tri-school competitions with neighbouring local primary schools.
- 3) Provide a wider range of extra-curricular sporting opportunities for children to sample: Tae Kwon Do, fencing, judo, netball and mini-cricket.
- 4) Increase resources for play leaders to use during lunchtime breaks and provide further training for MDAs and Y2 pupils to improve access and impact.
- 5) Analyse the impact of the early years programme aimed to improve physical development on entry to F1 and F2.

Outcome of Planned PPSG 2014 -2015			
Item/Project	Objectives	Outcome	Impact
Purchase revised Wirral Scheme of Work and provide associated CPD for staff Staff and coaching staff to formulate P.E. action plan Staff and coaching staff to formulate, implement and	Ensure P.E. curriculum meets the requirements of the new NC for physical development and provides outstanding	Learning opportunities are enhanced through the provision of an excellent, fully comprehensive scheme of work which	The Scheme of Work was bought. Staff have had time to become familiar with all the new materials and have accessed associated training. There have been increased opportunities for teachers and coaching staff to plan, implement and

<p>evaluate revised assessment procedures</p>	<p>delivery and assessment</p> <p>Sharply focused lessons based securely on high- quality long-term planning</p>	<p>offers a broad and balanced, outstanding PE curriculum</p>	<p>evaluate units of work together. They have adapted plans following analysis of what had the greatest impact in terms of skill development, enjoyment, confidence, communication with peers, perseverance, teamwork, attitude and approach to lessons etc.</p>
<p>Increase opportunities for team teaching - teachers and specialist sports coaches working together to implement and evaluate the new NC and Wirral Scheme of Work for P.E.</p>	<p>Sharing of best practice – increase in depth P.E. subject knowledge and expertise Promote effective behaviour management techniques when team teaching Excellent planning and challenge</p> <p>Provide detailed assessments (without levels) and target setting through the use of AfL strategies and ongoing observations/ dialogue</p> <p>Accurate and precise target setting for individuals and groups</p> <p>Reduced</p>	<p>Models of good practice are provided and shared</p> <p>Shared understanding of strategies which promote attention, listening and positive behaviour</p> <p>High quality curriculum</p> <p>Assessments build on what pupils of all abilities already know, understand and can do, and identifies what pupils need to do next in order to improve</p> <p>Enhanced opportunities for pupils to be coached on an individual/small group level leading to improved skills</p>	<p>Working in partnership with the coaching staff, units have been discussed and adapted to use with greater effect. Dialogue between teachers and coaching staff has been positive and supportive. Through reduced ratios, teachers and coaching staff have been able to accurately target pupils who may have needed extra support at times or who, once identified, needed to be challenged beyond the expectations of others. This has also allowed for careful personalised assessments to be gathered. Time to review assessment procedures and compare them with those implemented previously has been planned for across the year. Adaptations to both unit content and assessment procedures have been made following review. Some gaps in unit content have been identified and shared with the specialist teachers from the LA. Further information and content has been received during the year.</p>

	<p>ratios: adults/pupils</p> <p>Increase the amount of individual/ small group coaching available to pupils</p> <p>Secure understanding of how to measure pupils' progress accurately in PE</p>	and knowledge	
<p>Provide training for a new cohort of Y2 play leaders in school and implement the play leaders scheme to support and enhance positive play experiences across school and further develop pupils' personal development and well-being.</p> <p>Purchase further additional resources</p>	<p>To further develop positive social emotional skills and talent.</p> <p>To promote children's well being, play skills, socialising, team work and demonstrate:</p> <p>ENJOYMENT</p> <p>COMMUNICATION</p> <p>ORGANISATION</p> <p>RESPONSIBILITY</p>	<p>Greater levels of physical activity of children in play and lunch time – all year round. Increased levels of engagement/ responsibility and self-esteem for Y2 pupils. Extend the variety of play and sporting opportunities experienced by pupils</p>	<p>Additional resources have been added to those already in school. Y2 pupils have been trained and, in turn, offered support and guidance to younger pupils in school. This has further developed their communication skills and leadership confidence. Physical play has been enhanced. Positive relationships between the older and younger children were evident on a daily basis. Staff displayed photographs of play leaders and the skills being taught which enhanced interest and promoted self-esteem. Children were independently remembering their roles and accepted their responsibilities maturely. They demonstrated they were keen to organise and manage equipment and they enjoyed teaching their younger peers.</p>
Provide extra-curricular	Tennis	Wider range of	Opportunities to participate

<p>activities</p>	<p>Eco-club Football Dance PhysiKids Gymnastics</p>	<p>sports provided for children leading to greater participation and interest in sports and enhanced physical well being, skills and talents</p>	<p>in extra-curricular sports were offered during the year with introductory Tae Kwon Do sessions also made available. Football was made available to the very youngest children in school with many F2 pupils signing up to participate. Trophies and certificates boosted confidence and self-esteem for many participants.</p>
<p>Provide 'Wake and Shake' morning sessions</p>	<p>Promote concentration and positive well-being</p> <p>Specialist TA provision to lead dance/movement breakfast sessions and extend the children's repertoire of large group dance</p>	<p>Increased enjoyment Positive behaviour and engagement on entry to school Enhanced collaboration and team building skills</p>	<p>Wake and Shake sessions has had a beneficial impact on pupils and staff. Children focused on taught movements and behaviour was very positive. Children performed dances they had been taught for parents during the summer sporting events with clear enjoyment. Entry into school each day was positive and calm. Children quickly came into classes after 'Wake and Shake' sessions and consistent good concentration levels were noted. Staff supported pupils through modelling actions. Positive relationships were evident on entry to school.</p>
<p>Increase access to a high standard of competitive sport through inter-school and wider school competitions (through agreement with local schools in the B&B cluster)</p>	<p>Outstanding subject knowledge assured</p> <p>Positive outcomes and wider, varied physical development experiences for pupils</p> <p>Begin to develop a</p>	<p>Foster stronger links between schools and local sports clubs and leisure providers to enable more pupils to participate and excel in PE, extra-curricular and community</p>	<p>Children have had regular opportunities to work on improving their 'personal bests' in a range of sporting activities. In-house competitions have been organised by M Sewell and N Bryson. A football tournament with five forms participating took place with another local school in the summer term. This will now be developed into a wider tournament with other local schools becoming involved</p>

	<p>team spirit and introduce pupils to an emerging sense of competitive spirit</p>	<p>sport</p> <p>Provide challenging, competitive activities that lead to high standards of performance Improved levels of personal fitness and physical skills</p>	<p>next year.</p>
<p>Provide an early intervention programme for pre-school pupils – ‘Rhythm and Rhyme Time’ formulated and delivered by a specialist early years dance teacher with support from early years teaching staff</p>	<p>Improved physical development skills on entry to F2 Improved listening and attention skills Increased ability to listen to and follow simple instructions</p> <p>Wider enjoyment and enthusiasm for physical development</p> <p>Be able to replicate the actions demonstrated by the teacher and respond effectively in time to music and song</p>	<p>Increased knowledge of action rhymes and associated movements Able to move around indoor spaces safely and develop fine and gross motor skills in unstructured and structured play and games</p>	<p>Funded through a National Lottery ‘Awards for All’ Grant.</p> <p>The full impact of this intervention will be analysed on entry to F1 and F2. Baseline on entry comparisons will be carried out – autumn 2015. Wide enjoyment and enthusiasm was evident throughout all the sessions. Participation increased through families sharing their satisfaction with the programmes with other parents.</p>

Planned PPSG spending by item/project 2015-2016

Total number of pupils on roll	289 pupils
Total number of pupils eligible for funding	158 (Y1 & Y2)
Total amount of Sports Grant received:	
September 2015 to March 2016 (7/12 th financial year))) £8000
April 2015 to August 2015 (5/12 th financial year)))
TOTAL Amount received including per pupil amount (£5)	£790
Total amount of PPSG received	£8790

Item/Project	Objectives	Outcome	Cost
Working alongside coaching staff, embed the new Wirral Scheme of Work and implement refined assessment procedures	Formulation of P.E. action plan. Staff and coaching staff to formulate, implement and evaluate revised LOs and related assessment procedures. Full familiarisation with S of W and effectiveness of specific units and children's response to planned learning opportunities	Improved skills across all elements of physical education Sharing of best practice – increase in depth P.E. subject knowledge and expertise Promote effective behaviour management techniques when team teaching Excellent planning and challenge Provide detailed assessments (without levels) and target setting through the use of AfL strategies and ongoing observations/ dialogue Accurate and precise target setting for individuals and groups Reduced ratios: adults/pupils Increased amount of individual/ small group coaching available to pupils Secure understanding of	£5700 coaching staffing costs Curriculum support and professional development: £600

		how to measure pupils' progress accurately in PE	
School based Sports Festivals and competitions: increase the opportunities for pupils to participate in intra and inter-school competitive sports through raising awareness of 'personal bests', year group competitive days and tri-school competitions with neighbouring local primary schools	Children able to demonstrate an ability to set own physical targets. Awareness of improved skill development. Partnerships/ collaboration with other coaching staff and P.E. SLs. Healthy competition between peers and local schools	Increase pupils' physical skills, knowledge and understanding. Promote positive relationships with others - within and beyond the immediate school community. KS1 pupils to work towards PBs and identify areas of physical activity they and their peers enjoy and can improve upon. Develop pupil and adult teamwork and support pupils to develop competitive spirits	Coaching staff and SL non-contact time for organisation and communication with other SLs 6 hours £400
Provide a wider range of extra-curricular sporting opportunities for children to sample: Tae Kwon Do, fencing, judo, netball, mini-cricket and forest school and other outdoor learning opportunities (e.g. orienteering)	Broaden access to new physical programmes, clubs and outdoor experiences.	Positive outcomes and wider, varied physical development experiences for pupils. Develop teamwork. Learn about fair play. Improve listening skills and ability to follow rules in sport.	Outdoor learning card training :2 x twilights £300 New resources for orienteering, netball, cricket and gymnastics benches: £600
Increase resources for play leaders to facilitate play during lunchtime breaks and provide further training for MDAs and Y2 pupils	Further improve behaviour during unstructured periods. Improve access and	Positive play experiences for all. Improved skills such as confidence; resilience, teamwork and communication skills	£400 LA Sports Package Through EQ:

	impact. Increased subject knowledge		
Analyse the impact of the early years programme aimed to improve physical development on entry to F1 and F2	Step by step analysis – recorded and evaluated by F1/F2 staff, coaches and PE SL	Improved physical development on entry to F1/F2: refinement of gross and fine motor skills. Improved assessment procedures and evaluation skills	(non-contact time x 2 staff autumn and spring term) £800