Sport’s Premium Funding- Impact evaluation for

the academic year 2014-15

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| Key Objective | Positive impacts on staff development and pupil progress |
| **1. Provide greater extra-curricular sporting opportunities for all pupils**. | We have utilised the money this year to expand opportunities for the children. We have also listened to pupils and parents who asked for more opportunity for our younger years (3/4) to have opportunity to be able to join the extra-curricular clubs that were run by Jim Gillespe. He is the owner of Ultimate Fitness and has been a great assest to our P.E ethos in the school and it has been noted a wider range of children are joining his clubs which shows the success of them. Jim also works closely with the deputy and P.E coordinator so that they can learn from each other. There we have expanded opportunities for the youngers years to join extra-curricular sporting opportunities and believe this will have an effect on the standard of P.E ability to sustain enjoyment and progress. Along with the Yr5/6 clubs that were run last year, Jim has also run a separate ¾ football club, a 4/5/6 football club and 3/4/5/6 atheltics club.  As sports have gained a higher profile within school due the focus of both our deputy head and p.e coordinator many more children have joined extra-curricular clubs and numbers have risen immensely. There have also been children who have joined sports clubs that didn’t attend any last year. Alongside this, a parent who had noticed the higher profile of the school owns a taxi company, he has offered his services and together we have created a partnership to help the school and children attend new and wider competitions. Some Yr6 children have also taken it upon themselves to create a lunchtime sports club and has been fantastic to see within school.  Buying into the sport partnership (which was a 2 year expense) has also made competitions for a variety of sports available to many children who haven’t had the opportunity take part in the competitions before. Although the school took part in competitions last year through the schools partnership, there has been more available this year (such as swimming and girls football) and the success of the school has also been greater, with 4 teams getting through to the winter school games (which is run but the school premium partnership.) This was a fantastic opportunity and raised more awareness in the school. The money really has helped raise awareness within the school which has been a huge part of what the school wanted, more children have wanted to take part in both intra and inter school competitions and the attitude towards P.E, for both staff and children has completely changed. |
| **2. Improve the teaching of Physical Education and the learning experience for all pupils.** | As we progressed towards the introduction of the new Primary Curriculum for P.E, it was important that we considered changing aspects of our own Physical Education lessons to meet the demands of the new framework. We have used are MSP opportunity paid through the schools partnership to work with yr5/6 lower ability children in P.E as we were finding that the range of skills in children in yr5/6 were so wide that having a trained professional in this area would not only boost the children’s confidence but give them focused attention to progress skills. prior to commencing the role MSP consulted with the P.E coordinator and it was decided that his main lesson focus would be core, fundamental skills, team games and fitness training. Ben O (MSP) has been a huge success; the pupils have really enjoyed his coaching style and they have made very pleasing progress. After each session the P.E coordinator would ask questions to aid their own professional development and then ultimately introduce these new coaching techniques in their own P.E lessons. A T.A also worked outside with Ben, as she is also the leader of the lunchtime staff, as we saw this as a way to feed physical activity into lunchtimes.  The P.E coordinator has also led a student session on ‘what makes a good p.e lesson’ and shown an observed lesson and she feels she was able to do this over things she has learnt over the past couple of years which have only been possible due to her being able to go on courses and competitions that the budget has help cover and cost. Throughout the end of the school year the P.E coordinator is hoping to attend coaching courses with other members of staff that will give more specialists P.E teaching throughout the school/in extra -curricular clubs. |

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| **3. Improve the P.E equipment that the pupils have access to in order to improve specific skills in a range of sporting areas.** | The Sport’s premium has also been used to purchase new, equipment to aid pupil progress in P.E lessons. We have focussed our attention on replacing the old ball games equipment as P.E lessons were hindered from the lack and standard of equipment that was available to teachers. We have purchased a class size number of: footballs, netballs and basketballs that are used in both P.E lessons and for extracurricular activities which helps teach team games and ball skills that are advised in the new curriculum. Due to the higher attendance of netball throughout the club and the league that the school partake in we also purchased new high 5 netball posts as the old ones weren’t in safe condition. |
| **4. Enhance the playtime experience by making playtimes and lunchtimes more active.** | As an extension to the Change4life club that was ran last year we decided to extend this into the playground at lunchtime as have the lunchtimes supervisor pass it over to another member of lunchtime staff so that it could be ran outside, although we would have liked this to be with all children we decided to again focus on children that wouldn’t have necessarily undertaken this opportunity by themselves. Thing seemed a success as the children who were focused began to play active games with others by themselves at break times.  After buying a tennis set and using it within P.E lessons last year we decided to let the children used the skills themselves at break times. We would have the children set it up and let them play and it became structured for focus children and allowed all years to play together which was good for team play. |
| **5. Support school sport in the local cluster and throughout the city.** | As a member, for another year, of the School Sports partnership we have also attended ‘Physical Education’ subject leader training days. These training days gave our P.E leader a greater understanding of the varying ways in which sports could be challenged and progressed within the school. These training days have also given our Physical Activity leader a greater understanding of the varying ways in which the Sports premium funding is being used across the city. These courses also focussed on new strategies to improve the teaching and learning of Physical Education in primary schools and the key focuses of Ofsted in the future regarding PE premium funding is being used across the city. We hope that as the P.E coordinator gains more knowledge this can be passed onto other staff so they feel more confident in their own P.E teaching, which was something that the whole staff felt was a weakness before the sports grant became available as P.E was not an confidently taught subject within the school. |