

# PE and Sports Premium at Broadstone First School



## Report for academic year: 2016-2017

### Introduction

Physical education (PE) is part of every child's entitlement to a good education. It is unique in that it is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. It provides learners with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education enthuses and inspires learners to participate fully and develop a life-long love of physical activity, sport and exercise. (OFSTED 2012 – Beyond 2012 – outstanding physical education for all.)

### PE and Sports Premium Vision

Following the Olympic Games back in 2012, the Government has been investing heavily in promoting and improving Physical Education (PE) and sport in primary schools over the academic years between 2013 and 2016. The funding has been allocated directly to primary schools so that it can be used in the way that best meets the needs of the school. The objective for the funding is for schools to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

Key themes were identified by the government to guide the way that the funding may be used. These are:

- Key theme 1: To improve the quality of learning and teaching in PE
- Key Theme 2: To enhance opportunities for competitive sport
- Key theme 3: Ensure a wide variety of age groups covered with extra-curricular sports activities

Broadstone First's PE and Sports Premium report details the funding and the way that it has been used, may be accessed by calling the school office. A brief summary can be found below.

Before 2012 it was generally reported that some teachers lack the specialist knowledge they felt they needed to teach PE well and outcomes for learners were not as good as they could have been. The more able learners did not always feel challenged to achieve their very best, levels of personal fitness were not high enough and not all learners were able to swim 25 metres before they left year 4. Only a minority of learners participated in competitive sport in or out of school.

Broadstone First used these findings and the case studies of good practice included in the report to gauge the quality of their own PE and considered how they could impact the future of PE and sport at school. We set about formulating an action plan to look at the following key aspects:

- routinely monitor the quality of teaching and leadership of PE, measuring its impact on learners' learning and progress, and taking decisive action when outcomes for learners are less than consistently good

- provide weekly opportunities for all learners to participate and compete in school sport to enable the most able learners to attain high standards of performance
- Increase the time given to teaching core PE each week to two hours a week in every year group to enable all learners to exceed National Curriculum PE expectations and lead a healthy lifestyle
- ensure that every pupil can swim at least 25 metres before the end of KS2
- plan learning in PE that builds on what learners of all abilities already know, understand and can do, and identify what learners need to do next in order to improve.

### **Summary – 2013-2015**

As a first school we initially wanted to use funds to increase the breadth of PE provision and develop extra-curricular sport with the aim of getting more learners active by offering a wider range of sport and after school provision. We also wanted to increase staff competence and confidence in teaching PE. We drew on the expertise of Training Dayz, a local company that already delivered extra-curricular clubs within the Borough. We also drew information from the Youth Sport Trust and the Department for Education websites. In the first year of funding the school employed a specialist gymnastics teacher to work with class teachers to increase their confidence in teaching gymnastics and to develop a scheme of work that could be used in future years. In the second year, an external sports coach (Training Dayz) was contracted to support class teachers to deliver PE lessons, provide a variety of after school clubs as well as CPD for the teaching staff. We felt the funds had directly increased the number of inter-school competitions learners had been able to attend, which was also thanks to links

across the feeder schools to our middle school. We increased the breadth of sports offered and embedded PE more fully in the school curriculum. Last year we concentrated on CPD and improving our monitoring and evaluation, acknowledging that class teachers still needed further training and support to adequately track pupil progress in PE which was mainly due to having new members of staff on board as well as 4 NQT's. Surveys were carried out online by members of staff responsible for teaching PE and the results can be found as appendix 1.

### **From September 2016 and Beyond at Broadstone First**

The expected income for the financial year is £9200. The focus will be to continue to enhance the quality of teaching and to support staff in this aspect. In addition, the school aims to increase opportunities for competitive sport with other local schools with the guidance and support from the middle school within the academy.

New PE leaders are in place and will be focussing on their own key stage to ensure these opportunities happen. They will also:

- articulate a clear vision for making PE good or outstanding and ensure that improvement plans are fully understood and supported by all staff
- set the highest expectations of staff and learners, and model good practice
- provide schemes of work for all areas of activity that include clear guidance for colleagues on the step-by-step stages of teaching specific skills
- work in partnership with parents to actively promote regular physical activity as part of a healthy lifestyle

- improve learners' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time
- raise their expectations of what more able learners are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance
- apply agreed schemes of work and assessment procedures consistently so that all teaching is at least good and that the staff feel confident to deliver the lessons in a safe way

Expectation	Deeper Thinking	Anticipated Impact
Enhance purposeful and physical play at lunchtimes. LPL CPD. £1600	Additional play leader time to supervise and promote new climbing equipment on grass area. Play leader training to encourage active play including sports activities.	Children engaged in more productive play especially on the new equipment that develops balance, agility and co-ordination, in a range of situations as per KS1 curriculum.
Leadership release time £1000	<p>Planning and duties associated with high quality delivery of PE. Plan and deliver competitive whole school sports day at the middle school who have quality facilities and space for what we want to offer.</p> <p>Lay the foundations for competitive interschool sports with the focus on Year 4 to aid transition to middle school.</p>	<p>PE leaders to compile series of lesson plans that are differentiated with progress mapped out for all year groups.</p> <p>Sports days included new activities and structure as well as the element of competition. Parent feedback noted that the change to sports day was very supported and received last year.</p>

CPD £600	Dance Gymnastics Competitive sports Quick cricket	Staff to leave with a bank of lesson plans that are differentiated and have progress mapped out. Staff to try out practical sessions and leave with an improved knowledge base to deliver with confidence.
Specialist - Element week £1000	During the Summer term we will offer unique experience to all learners. They will have the opportunity to try a sport that they have not been exposed to before, for example; dry slope skiing, trampolining, skateboarding, climbing etc.	Offering a wider range of PE to entice those who do not usually engage in physical activity out of school. Anticipate learners wanting to participate in extracurricular activities that drive their fitness and interest.
Multi sports surface - legacy contribution £3000	We will need the surface in order to host other school teams in a safe environment and offer a high quality facility which will attract external sports providers to the school.	Along with contribution from the PTA fund a multi sports surface at the end of the main playground to provide a dedicated area to the delivery of high quality team sports such as football, netball and hockey.
Specialist coaching sessions to include CPD £2000	One afternoon per week per year group to be provided by a specialist coach.	Staff to work alongside the coach to gain expertise and experience in order to deliver planned sessions of the future.