

Report on the Use of the Sport Premium

Dean Bank Primary

Monday 19th November 2018

The school was visited as part of the Sedgefield School Sports Partnership evaluation of Physical Education provision,

The visit evaluated pupils participation in PE and Sport, the curriculum, professional learning developments of staff, the wider impact of the funding on whole school improvement and the commitment of pupils towards leading healthy, active lifestyles. Website information was reviewed alongside documentation the school uses to monitor its sports premium funding and plan for the future.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Since my previous visit, there is a marked difference in terms of the whole school approach to PE. The Headteacher and subject leader have worked hard to instil the value of PE and school sport in amongst the staff. They have a clear vision of what they want the school to achieve, in terms of competitive success and levels of activity throughout the day.

Classes are timetabled to two lessons per week and children talk animatedly about the things they do in these lessons. The subject leader is a member of the SLT and her enthusiasm and determination to make PE a priority has ensured that staff are engaged in the mission to raise an active community. Whilst some long term staff absences have previously meant that coaching support and CPD has not always been used to great effect in the past, both the Headteacher and subject leader report that the biggest impact of the Sport Premium spend has been on the increased confidence and competence in delivery of consistent staff. They can articulate a number of examples and have evidence that ideas developed through these collaborations are being used to good effect, therefore also having a knock on impact on children's attainment in PE. Staff readily come to the subject leader and ask for advice and ideas.

Through the PE specialist hours within the SLA, the subject leader has developed a comprehensive assessment cycle – core task record sheets are completed and uploaded onto 365 half termly. Staff can then refer to these from previous years in order to inform planning for new cohorts of children. The subject leader then analyses these and is able to identify areas which may need to be looked at – such as OAA this academic year. We discussed how some of this data could be presented to give more details about %s of children meeting ARE and any intervention strategies put in place. The subject leader also collates information about participation in after school or community clubs and looks to identify less active children to offer them opportunities such as Change 4 Life clubs. Curriculum lessons are observed at various points across the year and staff can choose to use a PE observation as part of their performance management cycle. All of these things contribute significantly to the change of culture regarding the importance of the subject.

As part of this visit, I saw a reception PE lesson in which the children were experimenting with ways of travelling across a bench. Children were engaged and the teacher motivated them to be creative using appropriate language and questioning to extend their learning. The teacher took some time to teach the children how to move benches and equipment in a safe manner. In a Year 1 gymnastics lesson, children were rehearsing for their intra school festival. The routine was very ambitious. Most children could do a reasonable forward roll and follow a series of instructions.

Staff including the subject leader are given the opportunity to attend regular CPD through the enhanced SLA with Sedgefield SSP.

Engagement of all pupils in regular physical activity – Active 30

Changes of staff this year has led to more after school clubs being offered. Key Stage 1 have been targeted as they historically did not have many opportunities to participate. Clubs include football, games, netball, dance, physical activity, boxing and multi sports. Some of these are run by class teachers, some by HLTAs and others by SSP coaches bought in through the SLA.

Sports leaders have been trained by SSP coach and these children are currently involved in delivering activities at breakfast club and at lunchtime alongside TA support. This has had a big impact on the activity levels of some children.

The school has pledged Active 20 and there is a member of staff who is going to oversee this commitment. At 2pm every day the whole school go outside and take part in a 15 minute run. Children are encouraged to work at a moderate to vigorous intensity and staff mostly join in to keep the children engaged. The plan is to start to monitor laps covered and set personal challenges as it becomes embedded in the school day. Staff can see that this bout of exercise is energising the children and they are more open to learning for the rest of the afternoon.

Last year the school bought into the Fit for Life programme and the plan is to train the new member of staff in this so that it can be re-introduced after Christmas. Children talked positively about this programme and are keen to do it again. This will be used for a “brain break” activity at a different point in the school day. We discussed using this in breakfast club and maybe introducing an after school club later in the year.

We discussed programmes such as BBC Supermovers and Maths of the Day which the subject leader is hoping to share these and encourage more regular active classroom based subject lessons across the school.

Increase participation in competitive sport

The school has a strong link with the School Sports Partnership and regularly attends Level 2 competitions and festivals. ALL children are given the chance to represent the school at least one event across the year. Teams have had varying levels of success at these events. The Headteacher is keen to build a strong competitive reputation for the school, allowing the children to experience success at the highest levels.

The subject leader has developed the intra school competition calendar, building on the gymnastics and dance festivals which have historically allowed selection of which class attends the Level 2 event. She has used the Progression of Skills documents to mark and assess the routines; therefore using it as an opportunity to moderate some of the curriculum delivery. She reports that routines are improving and gymnastic elements are performed to a higher standard which indicates increased staff confidence in delivery and high quality delivery. Alongside class performances, auditions are held for any small groups or individuals who wish to compete too. The SSOC ran these auditions.

There is a series of intra school competitions across the year – approximately 8 in total. These include netball and Tag rugby in upper KS2; football in lower KS2 and cricket, tennis and athletics for all children. Children are put into “house teams” and points are accrued across the year feeding into whole school achievement assemblies which include celebrating success in sports events and in other curriculum areas.

PE and sport being used as a tool for whole school improvement:

The SSOC have carried out a survey to find out what kind of club would engage the least active children in the school. They have developed some quick personal challenges which they lead on the yard at break times such as “how many squats can you do in 1 minute?” and “who can hula hoop for longer than 1 minute?” They record the results and give out certificates in assemblies. This has again contributed to the raised profile of sport and PE.

The SSOC also contribute to the intra school competitions designing adapted activities so that KS1 children can join in events such as cricket and tennis. They meet regularly and discuss what after school clubs they would like to see happening and produce reports about events attended which are published in the school newsletter or social media accounts.

Recently renewed school values are driven through the PE curriculum. Children are starting to identify these values within their peer evaluations. There is a school values focus each half term in order to embed them. As these are closely related to School Games values, vocabulary is aligned and children see these as high priority within school.

Looking at the impact of the Sport Premium funding on attainment across the curriculum is an area which needs consideration going forward. How can we measure it? What kind of impact does raising achievement and aspirations in PE have on attainment in other curriculum areas?

Strengths:

The subject leader has an in depth knowledge and understanding of the subject and she is driven to pursue staff to ensure that children are getting a fair deal. Both the subject leader and Headteacher are committed to raising the profile of the subject and developing an active school community that not only highly values it but achieves great things through it. The school recently re evaluated its school values and mission statement and have found that these echo the School Games values. This means that the language used within school on a daily basis continues to reinforce the importance of PE.

The Headteacher and subject leader continue to have a clear understanding of the current situation and are committed to continuously moving things forward. They are open to new ideas and willing to explore options in order to best support staff and children in their mission to develop a skilled workforce and a community of active, healthy well motivated and successful children.

Assessment data is collated half termly and the subject leader uses this to identify potential issues within cohorts, allowing for movement and motor skills interventions to be implemented. Staff are on board with core task record sheets and re beginning to have really good professional discussions about assessment decisions and ideas for curriculum delivery.

Areas for development:

Evidence – video evidence of the first and last lesson of a core task unit would enhance the assessment procedures and provide footage for moderation purposes. Some case studies of children who have significantly increased their activity levels or who through increased confidence levels from taking part in competitions has led to increased engagement in the classroom would also be useful.

Looking at using a variety of tools to hit the Active 30 agenda will ensure that the children and staff are motivated to keep going. Developing some active academic lessons will also help this process. These are the next steps to working from Active 20 to Active 30. Looking at ways to reinvigorate the daily run and track the activity levels of children will also ensure that they are hitting the correct intensity. Again, producing some case studies of the effect this activity has on learning in the afternoon would be useful.

Looking more in depth at the assessment data to look for patterns of skill development in certain activity areas and using core task record sheets to plan appropriately pitched and well differentiated lessons.

Upskilling the new member of staff to support the work of the subject leader and broaden the opportunities for the children of Dean Bank School.

Ensure that swimming data is published on the website.