

**Sports Premium Report.**  
**Impact report**

**Introduction:**

Calow Primary School was allocated £8800.00 for the academic year 2016/2017 in funding for development of physical education and sport. The funding has been used in a variety of ways including improvement of the quality and breadth of PE, sport provision and the education of pupils on health and wellbeing. The impact that this funding has on our pupils' Physical Education and sport participation is to ensure that all pupils develop healthy lifestyles by greater participation in school sport and competitions, engaging in healthy eating, using PE and school sport to extend their learning in other subject areas such as maths, participating in an increased diversity of sports in a rich and engaging curriculum, receiving high quality PE teaching and lunch time sports activities.

**Physical Education:**

1. **Increase confidence, knowledge and skills of all staff in teaching PE and sport.**

**Staff development:**

Continuous professional development and support has been provided by the Chesterfield Schools Sports Partnership (CSSP) throughout the year and provided a base for staff to develop their skills. Liz Richards has supported staff in key areas requested, this has included assessment, resourcing for the new curriculum and the importance of the new curriculum to plan in a cross curricular way including topics.

Liz Richards has supported two new members of staff and has planned in conjunction with the Subject Leader to support planning processes. One member of staff has had additional support from the PE subject lead in planning. This support has also been to develop subject knowledge. Liz continues to support in the teaching of the skills in lesson time. Evaluation of staff development has been completed throughout the year and evaluations are purposeful and lead to progression from the previous sessions. Liz has also worked alongside the Subject leader to understand progression and provide a range of advice and resources from courses and conferences.

**Impact:**

The impact of LR on teaching and learning has been monitored by the subject leader through learning walks, discussion with the School Council and other target groups and weekly meetings. The support is sustainable and effective as year on year teaching and learning improves in PE.

**Planning and Assessment:**

Baseline assessments have been completed for 6 identified pupils in each year group by Liz Richards and the class teacher for each new unit of work taught. Statements are highlighted using Frog online assessment. Most planning identifies pupils to be targeted. LR has supported groups of pupils and teachers in developing the skills in both HA and A groups of pupils.

Assessment is still completed using I-pads. Relevant and useful information has been collected, this has been supported by Liz Richards through teaching of correct fundamental movement skills and how to identify them. Assessment is whole class and each pupils is assessed using expected, emerging and exceeding their year group expectations.

**Impact:**

The impact of baseline assessment has given staff a firm grounding to base teaching on. Many pupils are now supported effectively and progress is at least good in lessons. Lessons are differentiated and this is shown through planning documents. Further development through questioning is now required. This will be supported through the NAHT programme and Pedagogy and Curriculum Key Lead. Planning is more concise and focuses on the key skills for each year group to build consistency and competency in all pupils, the medium term planning format is used by all to support progression.

Assessment in school has been completed at the beginning of each unit and teachers have shown that they have a clear understanding of the step in the progression document that their pupils are at. Discussion with class teachers has shown that planning in intervention boxes is being used effectively to support vulnerable pupils. The impact of the assessment has shown positively in learning walks, pupils are sufficiently challenged in most year groups and those pupils requiring support

are well differentiated for also. Further development of assessment will be completed in conjunction with the NAHT Aspire programme and the Power themes to ensure swift assessment to make good progress.

## **2. Increased participation in competitive sport**

### **Competition and Club and Community Links:**

Pupils have taken part in a wide range of sporting events this year both at competition and participation levels. Children have also taken part in the Chesterfield Football Club event at Abercrombie School. The breadth of sports includes:

- Sportshall Athletics KS2
- Infant Agility
- Early Racers/Balance Bikes
- Netball
- Football
- Cross Country
- Fun to Run events
- Bronze Young Ambassadors
- Change 4 Life
- Multi skills festivals ( Fundamental skills)
- High 5 Netball.

All year groups have been given the opportunity to participate in competition throughout the year either as a whole cohort or individuals to represent the school. Throughout the year there has been increased participation in competitive sport. Implementation of the 360 programme with Y3 has given team work skills to the children and expanded their learning in PE lessons.

**Impact:** Children who have been involved in the competitions have developed their skills in team work, sportsmanship and become motivated to succeed for their year group and school. Competitions have provided opportunities for higher attaining/gifted and talented pupils to showcase their skills and play competitively. The completion of a variety of sporting accolades attributes to achievement of School Games Kite Mark which will be applied for in the next academic year along with the PE quality mark.

In the summer term there is hope that a cluster football match can be organised as well as Netball matches at cluster, sports day and a range of Intra events for pupils at school to contribute to the Silver mark.

### **Talent identification and Development:**

Children have been identified through own class teachers. There are a number of children on the Higher Attainers register for PE and Sport and staff have highlighted these children and planned effectively for them. This is supported through planning scrutiny.

**Impact:** Children have been identified for the Higher Attainers and Gifted and Talented registers, respectively. Those children identified as gifted are provided wave 2 intervention and support. Those who are Higher Attainers are planned for through differentiation in medium term planning within the inclusion box. Children have received additional exposure to competitions to endeavour to develop sportsmanship and experience competitive events.

### **Action Points from evidencing the impact form feeding forwards to the next monitoring period:**

- **the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles**
  - Support from further outside agencies to develop the core values of the school.
  - Continue to assess pupil progress in Extra curricular PE with a closer working relationship between agencies and school
  - Maintain a good level of attendance in clubs. Ensure that behaviour is consistently good with all pupils in PPA sessions
  - Ensure that PE is clearly timetabled as seen in policy.
- **the profile of PE and sport being raised across the school as a tool for whole school improvement**

- Continue to develop the competition calendar for all pupils at intra and inter level (rounders, Y5/6 cricket matches)
  - Continue to develop the competition calendar with the partnership (see competition calendar for fixtures) that develop health and wellbeing as well as sporting success.
  - Implement summer term football match within the cluster schools for KS2 – Venue to be arranged.
- **increased confidence, knowledge and skills of all staff in teaching PE and sport**
    - Support for Y1, Y2, Y4 to show progress in teaching and learning.
    - Assessment of teachers skills to be shared with the subject leader.
    - Support from LR for BF in identifying clear next steps in teachers developments.
    - Review of the evaluation system with the support of LR.
    - Implement the school values into all sporting events and the planning document for PE.
    - Review planning documents to include key questions from the learning code to develop open ended questioning.
- **broader experience of a range of sports and activities offered to all pupils**
    - Update and rejuvenate the long term plan for 2017/2018 to encourage staff to step outside of their comfort zone.
    - Review Pupil Voice regarding CSSP.
    - Support staff in the development of Topic Based approaches to planning ensuring that a clear progression is planned for in the medium term planners.