

**ST. ANDREW'S VA PRIMARY SCHOOL - SPORTS PREMIUM 2015-16**

| YEAR<br>2015/2016                                | INTERVENTION   | COST                           | OUTCOMES / IMPACT (July 2016)  |
|--|--|--------------------------------|--|
| <b>Sports Premium Grant</b><br><br><b>£8,514</b> | <ul style="list-style-type: none"> <li>• <b>Sport Coaching: (PH Sports)</b> <ol style="list-style-type: none"> <li>1. 1 day PE coach to work with each class on different aspects of PE across whole school:<br/>KS1 – Multi-skills / Gymnastics / Athletics<br/>KS2 – Gym / Dance / Hockey /Athletics</li> <li>2. Lunch time (ball skills) and after school – football / cricket</li> </ol> </li> </ul> | <b>£156 x 37 weeks = £5772</b> | <p>1. Sports coaches have had a direct impact on both the children’s development in physical education and the teachers’ ability and confidence in teaching areas of the curriculum. Children have enjoyed having external and expert coaches as it provides them with high quality sports provision. They provide the children with high quality and diverse sessions ran by qualified coaches. Numerous skills were developed throughout the sessions and multi-skills were incorporated to support the development of the children. In addition to this, the coaches have worked closely with teaching staff to deliver these sessions and further assist them with their teaching.</p> <p>2. Lunchtime and after school clubs ran by PH sports have given the children more structure and a variety of sports, in addition to receiving additional teaching points and increased participation.</p>                    |
|  | <ul style="list-style-type: none"> <li>• <b>Netball Coach</b> <ol style="list-style-type: none"> <li>1. Replace with Rugby Coach??</li> </ol> </li> </ul>  | <b>£325</b>                    | <p>Specialist netball coach offered extra curricular opportunities and increasing participation within the sport. The coaching also promoted links with local clubs within Salisbury.</p>  |
|  | <ul style="list-style-type: none"> <li>• <b>St. Edmunds Sports College Partnership</b> <ol style="list-style-type: none"> <li>1. To provide an on-going calendar of festival / tournaments across KS1 and KS2 for the year</li> <li>2. Provide opportunities for Teachers CPD</li> <li>3. Training for Students as Leaders of Sport</li> </ol> </li> </ul>   | <b>£1000</b>                   | <p>1. Pupil’s participation in external sporting activities has remained high as a result of our involvement. Pupils continue to participate in sporting competitions and festivals in school and beyond. The cluster/district events provided competitive and inclusive opportunities for children of all abilities. Here they had the chance to experience new sports, develop existing knowledge and ability, and subject themselves to competitive but supportive environments. They will also receive the benefits from access to high quality facilities.</p> <p>2. Subject leader gains knowledge of upcoming festivals and events, in addition to the available coaches, resources and CPD in the area. Also supported our work towards achieving our GOLD Sports Mark. Leader also discusses PE within schools with other specialists and supporting staff. They are then able to feedback to school’s staff.</p> |
|  | <ul style="list-style-type: none"> <li>• <b>Swimming</b> <ol style="list-style-type: none"> <li>1. To subsidise cost to parents</li> <li>2. Support release of TA as swimming instructor</li> </ol> </li> </ul>  | <b>£1000</b>                   | <p>Swimming lessons are led by a qualified instructor and provided the children with high quality sessions where they have the opportunity to learn and develop their swimming ability, as well as improving their water confidence. Children’s enjoyment for swimming has increased and the lessons have greatly enhanced the amount of time the children spend in the water. Enables us to provide additional swimming session above what is required from the curriculum.</p>   |
|  | <ul style="list-style-type: none"> <li>• <b>Resources</b> <ol style="list-style-type: none"> <li>1. Whistles</li> </ol> </li> </ul>  | <b>£300</b>                    | <p>1&amp;2. A higher quantity and improved quality of equipment allowed teaching staff to deliver high quality lessons and extra-curricular clubs. Each child had more opportunity to practise</p>   |

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|  | <ol style="list-style-type: none"> <li>2. Electric Pump</li> <li>3. Mini-marathon t-shirts</li> </ol>  |             | <p>and develop skills with age/height suitability, along with smaller groups sharing equipment, which ensured greater participation and differentiation as well as accelerated progress of skills.</p> <p>3. The t-shirts provided increased provisions across the school, along with promoting and raising the school's profile.</p>   |
|  | <ul style="list-style-type: none"> <li>• <b>Transport</b> <ol style="list-style-type: none"> <li>1. Support payments to St. Edmunds for loan of mini bus for travel to and from Tournament / matches</li> </ol> </li> </ul>  | <b>£100</b> | <p>Children have been provided the opportunity to participate in sporting events at various different locations without the extra cost. This has allowed all children to participate and has promoted P.P children to develop their ability, skill and experiences.</p>   |
|  | <ul style="list-style-type: none"> <li>• <b>CPD</b> <ol style="list-style-type: none"> <li>1. Cluster network provided by St. Edmunds – termly</li> <li>2. REAL PE trial - final judgement TBA</li> <li>3. Change4Life Staff Training to assist with student-led lunchtime club</li> </ol> </li> </ul> |             | <ol style="list-style-type: none"> <li>1. Subject leader gains knowledge of upcoming festivals and events, in addition to the available coaches, resources and CPD in the area. Leader also discusses PE within schools with other specialists and supporting staff. They are then able to feedback to school's staff.</li> <li>2. REAL PE<br/>       Trialled by year five teacher, Cameron Edwards, 2015-2016<br/>       Trail included 3 training days and scheme resources for Year 5/6<br/>       Overview:<br/>       The REAL PE programme provides a comprehensive, inclusive, student-centred approach to teaching outstanding PE. The scheme of work provides complete lesson plans and units of work organised to cover the whole school year.<br/>       The programme explicitly teaches children that sport is about more than excelling physically. The best sports people excel in being social, creative and cognitive as well. The scheme provides assessment tracking options.<br/>       The units of work are usefully organised into six mini-units, one for each term.<br/>       Conclusion:<br/>       The lesson plans are clear, colourful and fairly easy to navigate. The main problem is that there is always way too much in a lesson and many of the activities and games are unclear. To teach the scheme requires considerable forethought. If you are successful in understanding the activities/games, they can be played and children generally enjoy them. Differentiation is planned into the programme with ideas for making each activity more or less challenging. However, there is no guidance on how to organise this in lessons. Specialist PE teachers would be confident to execute the programme with greater success; generalist classroom teachers would find it far more difficult.<br/>       Recommendation:<br/>       2016/17: PH Sport coach to begin using the Year 5/6 resource pack. They will trial the scheme with Class 5 and 6. PH Sports are very good at organising lessons so all children are challenged, making excellent use of progress levels and targets in each lesson. Working with class teachers, the PH Sport teacher will be able to combine their expert organisational knowledge to investigate the potential for wider implementation of the REAL PE scheme.</li> </ol> |

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|  |                              |               | 3. Change for Life training has promoted healthy living within the school by teaching the trained staff and children the importance of a healthy diet and exercise and how to make better choices. It has additionally raised participation levels during lunchtime and developed cookery sessions for all classes.  |
|  | <b>TOTAL</b>                 | <b>£8,497</b> |  |
|  | <b>Areas for Development</b> |               | <ul style="list-style-type: none"> <li>• Children to develop skills of refereeing and organising own games.</li> <li>• Promote children taking greater ownership of their learning with class suggested success criteria for sessions at the end of a unit.</li> <li>• Cross-curricular links within lessons, particularly with dance and gymnastics.</li> </ul> |