

Sir John Barrow School Primary PE and Sport Evaluation 2015-16

How are you planning to use the Primary PE and Sport Premium to improve the quality and breadth of your PE and Sport provision?	How have you planned to sustain these developments?	How will you know that what you are doing will be effective? (self-evaluation)	IMPACT
<p>1) Hire a specialist PE teacher from the secondary school and qualified sports coaches to work alongside KS1 & KS2 teachers to increase their subject knowledge and confidence in PE e.g. Dance and Gymnastics (There are new staff teaching PE from 2015-16 as well as staff who identified their areas for improvement using a staff survey) Staff CPD</p>	<p>-Ensure the PE specialist and coaches work alongside staff and not instead of. Then, when the specialist/coaches move on to different members of staff and year groups, the staff will continue to use ideas, thus it is sustainable. Skills are disseminated amongst a wider group of staff and students receive a consistent approach (especially as all staff now have access to the Cambridgeshire Scheme of work – see point 2)</p>	<p>-All pupils will make progress in the units/activities in which they are taught by specialist/coaches and achieve at least expected levels of attainment at the end of the year. -Increased numbers of pupils attending associated extra-curricular clubs. -Increased attendance at community sports clubs</p>	<p>-Non specialist staff more confident in the delivery of activities where external specialist/coaches have had an input: 3 staff – gymnastics 2 staff – dance 1 staff – multi skills 1 staff – golf 1 staff – cricket 1 staff – yoga -Students more confident and skills developed from attendance at extra-curricular clubs in and out of school. -Improved performance in specific areas - more teams entered and better outcomes</p>
<p>2) Invest in a whole school PE scheme of work to improve consistency in teaching and learning</p>	<p>-The scheme of work introduced to all staff who have access to it both in paper form and electronically on the school system. -All staff instructed to use the scheme of work, which is reflected in the long term development plan. -Staff needing guidance to work with PE specialist who models the scheme of work when delivering</p>	<p>-There will be greater consistency in the delivery of PE across the school as all staff will be using the same materials, which have progressions built in. -Lesson observations will reveal an improvement in the delivery of lessons and that will lead to better progress made by students as a whole, again as reflected in lesson observations</p>	<p>-A noticeable progress made by students who receive a more consistent approach from all staff as they move through the school. This is reflected in more students achieving or exceeding the end of unit outcomes for each of the areas they are taught. -Staff confidence developed and their planning time reduced as they have the plans in place which can be printed off and developed/adapted where relevant</p>
<p>3) Provide cover staff to release teachers for professional</p>	<p>-Any professional development courses attended will result in the</p>	<p>-The school and staff will be aware of the latest updates locally and</p>	<p>-Staff developing knowledge and understanding of teaching and learning via</p>

<p>development, network meetings and inter school games competitions</p>	<p>development of the individual member of staff who is then required to disseminate to the rest of the staff via staff meetings. -Attending network meetings results in staff being up to date with the latest developments e.g. assessment/healthy lifestyles agenda, which can there be addressed and developed in the school. -More opportunities for students to participate at inter school level and further</p>	<p>strategies nationally via feedback from network meetings. That will then inform planning and raise the profile of Sport and PE across the school. Attendance registers at inter schools games will show an increase in participation levels from 2014-15. -School website/blog will highlight details of school successes and healthy lifestyle initiatives e.g. sports results / 100 mile challenge / Healthy Easter initiative / Brathay 10</p>	<p>attendance at CPD or through dissemination from colleagues. -Staff aware of the latest initiatives and engage in dialogue to ensure the school acts upon those and puts their own strategies in place e.g. healthy lifestyles agenda and the 100 mile challenge/Healthy Easter initiative and Brathay 10 -More schools teams entered into competitions with an improvement in performance</p>
<p>4) To further increase student participation levels in inter school competition. More extra-curricular clubs to allow students to practice for forthcoming competitions and more teams entered into each competition (A/B/C teams) where possible</p>	<p>-Enter every 'school games' competition available, and allow more children to compete by entering more than one team. -Take part in other events e.g. Aquathlon/Brathay 10 Survey children via the student council to see what clubs/activities they would like in school -Arrange 'friendlies' with neighbouring schools in activities which students outlined in the survey e.g. rounders</p>	<p>-SJB will have entered all of the School Games competitions available, as oppose to 2014-15 e.g. gymnastics/sportshall athletics a focus to ensure teams are entered and fully prepared. Offer more extra-curricular clubs this year, compared to 2014-15 e.g. running club, mixed netball, gymnastics. -Performances in competitions will improve as well as positive experiences for students, which is more difficult to measure. Increased participation levels of students overall in both extra-</p>	<p>-Increased participation rates, which has resulted in more students being active and healthy with some joining clubs out of school. -Raised profile of Sport in the school, using assemblies/website/blog to promote the participation and successes. This in turn encourages more students to become involved and as a result, improving them as performers as well as their fitness level. Increased health and fitness should have an impact on classroom concentration. -SJB growing in its reputation as a school who supports children in being active, healthy citizens and promotes competition and participation. This can be seen in evidence</p>

		curricular and competitions	form via school blog/website and press coverage as well as moving from Bronze to a strong Silver for the School Games kitemark award.
5) Purchase equipment e.g. new netball posts	-Equipment is regularly replaced to ensure its safety and in line with new sport's governing body recommendations. To ensure it is used effectively, an audit is carried out annually.	-Equipment is used on a regular basis. -Students inspired by new equipment.	-Where new equipment is used, greater attendance at extra-curricular club e.g. netball and better for students to be training with the correct size posts – helps in their preparations for competitions
6) Learn to lead opportunities. Develop student leadership opportunities through lesson delivery and sports competitions	-Model to staff how the lesson can be developed to ensure students have the opportunity to lead and peer review as well as officiate, time-keep, score and measure. -Allow opportunities for students, using the school games guidance, to officiate, score, time-keep and report during inter school games competitions.	-Lesson observations will show students being given the opportunity to take on various leadership roles and peer review each other's work. -This process will be modelled to staff when the PE specialist is involved in supporting in the delivery – specifically in gymnastics and dance working with 2 members of staff -Students and staff aware of the procedures when competitions are forthcoming. They will help the staff member sort out the teams, get equipment and kit ready, take on leadership roles on the day where appropriate e.g. high 5 netball rotations, and also ensure sports reports are completed and entered on the school blog.	-Staff using the ideas they have seen in the lessons with a PE specialist and implement those 'learning to lead' ideas in other PE topics where appropriate. Students developing a variety of 'skills' such as communication, social and interaction as well as technical skills in scoring, judging, measuring, time-keeping. Literacy also enhanced when students write sports reports and improves their work when transferring the report onto the blog. -As a result of these opportunities to be more responsible, students gaining in confidence, with those additional skills transferrable into other areas of the curriculum.
7) To engage all students in	-Initiatives developed include: 100	-Students will have opportunities	-Students more active which will impact on

<p>regular physical activity – kick starting healthy lifestyles</p>	<p>mile challenge / Brathay 10/Healthy Easter initiatives. Each term a new and different initiative introduced for variety, but focussing on being active and healthy.</p> <ul style="list-style-type: none"> -A TA specialising in Sport and PE employed to run and supervise lunchtime activities. -A revamp of the swimming policy to develop and increase swimming provision for KS1 and KS2. -Links with UVHS and outside clubs to ‘signpost’ students to further develop their interest and abilities e.g. students from SJB invited to UVHS for athletics training 	<p>to be more active and thus healthy. With the use of rewards, celebration assemblies, press coverage and website/blog/newsletter updates, this will further motivate students to be involved.</p> <ul style="list-style-type: none"> -Parents engaged via letter and website to encourage them to support their children and join in. Students will be more active during lunchtimes, which will be evident upon observations, TA PE specialist feedback and feedback from student council meetings. -Data gained from the successful completion of the 100 mile challenge and feedback from the Easter initiative highlights the impact of those initiatives. Increasing the swimming provision will allow students to have more pool time and instruction during the year (Year 1 to start swimming for 10 weeks and additional 10 week block for Year 3/4 and 6) -Links with UVHS and outside agencies gives further opportunities for students which they otherwise would not have had. 	<p>their health and well-being.</p> <ul style="list-style-type: none"> -That could impact on classwork in being able to focus and concentrate. Engaging with the initiatives and with parental involvement (see press coverage of 100 mile challenge success and video clip) ensures that the focus for being active and healthy extends beyond the school day. -Opportunities at lunchtime allow students to develop skills, fitness, social interaction, improve knowledge and understanding of rules in a number of sports and leadership opportunities. -Developing the swimming provision ensures the students are able to be water confident and safe from an earlier age and are much more likely to take up the activity of swimming beyond the school day. -Giving students opportunities to work with coaches/teachers at UVHS helps with transition and allows the students to become more proficient, and healthier, something which may continue through to adulthood.
<p>8) Raise the profile of Sport and PE across the whole school as a</p>	<p>-Place school games values at the heart of Sport and PE:</p>	<p>-Students will see that it is not only important to be competitive and to</p>	<p>-Raising the profile of Sport and PE has given students more opportunities to participate,</p>

<p>tool for whole school improvement</p>	<p>Honesty/Teamwork/Self-belief/Determination/Passion/Respect.</p> <ul style="list-style-type: none"> -Sports Day to reflect values as well as healthy competition. -Celebration assemblies focussing on achievements in Sport and PE – success/participation/ leadership/values. -Student voice to play a leading role in development in Sport and PE. -Develop links with the secondary school (UVHS) using sports leaders to support in the delivery of curriculum PE and sports day. -Aim to progress onto the next level of kitemark award which reflects the progress made in Sport and PE. 	<p>try hard, but that participation and other values are equally important.</p> <ul style="list-style-type: none"> -A memorable Sports Day experience will demonstrate to students and parents the importance SJB places on sporting events, which reinforces the message that Sport and PE is important. -Celebration assemblies, to develop the self-esteem of students and develop further their motivation levels. -Giving student voice a leading role in developments empowers the students and helps the school implement changes more easily with a greater chance of success. -A successful kitemark award application and progression highlights to teachers, parents and the wider community that SJB are moving in the right direction to enhance Sport and PE provision. 	<p>compete, lead and grow in confidence.</p> <ul style="list-style-type: none"> -Placing emphasis on school values ensuring that students see that it just does not have to be the sporty ones that can take part, anyone can. -Developing confidence, fitness, leadership etc. positively impact on the students and that is transferring into other areas of their school life, with the view of having an impact on academic performance. -Being part of a school which develops a reputation for developing the ‘whole student’, will much more likely result in the students adhering to activity and exercise into adult life.
--	--	---	---