

Spring Meadow

Infant and Nursery School

Primary Sport Premium 2016-2017 Impact Report

Summary of the year

Professional Learning (physical education)

Sports coaches deliver the key lesson at the start of each week and provide planning for staff. Teachers observe the first lesson and then discuss the actions taken and what the next steps will be for the children. Teachers then teach the follow-up lesson and liaise with the coach to ensure the highest standards of teaching are met. The subject leader has conferenced with all teachers who report being much more confident to deliver P.E.

On-site training and support is provided for TAs and Midday staff on playground games. Shared good practice and gave examples of how to encourage/ initiate games, physical activity during play/lunch times. The impact of this is that more lunch time staff are able to provide games play understanding what each child is learning. The children are also now much more active and willing to play team games and join in with their friends.

Health and Well Being

This is included as part of the P.E lessons where healthy eating and the importance of exercise is taught explicitly to the children. The focus is on healthy bodies and the importance of warming up and getting the muscle (heart) pumping and working hard.

PE specialism (coaches and teachers in your school)

PE specialist employed to provide quality PE lessons for all children. Sports Premium is used to fund specialist teachers to act as models of good practice. This has been additionally funded by the school to ensure that there is a consistency across the academic year for all children. i.e every child receives at least one lesson per week from a specialist coach.

Spending

- Qualified sports coaches.....£8950
- Monitoring impact and developing provision for P.E£510
- Unique sporting opportunities..... included in funding above
- Sports equipment£200

Quantitative impact

- All class teachers received CPD on games and gymnastics from specialist Premier sport coaches (12 teachers).
- Children in the school received quality PE lessons from PE specialist (410 children)

- Children participated in traditional sports as well as developing other sporting opportunities during the lunchtime period.

Qualitative impact

A staff questionnaire was taken to ensure that there was an increase in teachers' confidence when teaching PE.

3 x case studies

Teacher 1.

I found it really helpful to have a chance to observe a skilled PE teacher deliver a lesson. It helped me to better understand the structure of a PE lesson, how to set out effective LI and SC and how to extend the children who are doing well. It's much more memorable and powerful to have a chance to see this all in action compared to reading the theory of it.

Teacher 2

My experience of teaching PE was limited so I found the CPD for games and gymnastics very useful. From the CPD, I was able to get lots of ideas for fun and engaging warm ups. I was also able to understand the idea behind the skills based learning, rather than just teaching games. After the CPD, I thought really carefully about what skills the children needed to learn in my PE lessons and then how it could be applied in a game.

Teacher 3

I found the coaching very beneficial in developing my subject knowledge, especially in gymnastics. Previously, I had never taught gymnastics lessons and so was not confident in terms of the progression and the different skills required. After working alongside another teacher, I was able to see the progression of lessons from warm ups, to different types of rolls and observe different ways that apparatus could be used. I became much more confident in using a range of apparatus in gymnastics lessons after the coaching sessions.

Sustainability

Teachers are upskilled and confident in following the structure of a good PE lesson and teaching a skills based curriculum. Therefore the provision is better. Children have experienced a range of sports to explore further. Unique sports are being explored to engage and enthuse a wider group of children into keeping active and developing competitiveness during lunch time and after school clubs.