

Upton Westlea Primary School – Evidencing the impact of the PE and Sport Premium 2016-2017

Impact and sustainable outcomes: Autumn                      **Spring**                      Summer

<b>Key Priority: PE – To improve the quality of teaching and learning in a specific curriculum area (TBC) at KS1 and KS2.</b>					
<b>Actions and strategies</b>	<b>Resources/ Cost</b>	<b>By who</b>	<b>By when</b>	<b>Progress</b>	<b>Evidence</b>
<p>To devise a pre-intervention questionnaire to assess teacher's confidence in teaching specific curriculum area (TBC).</p> <p>PE subject leader to choose 4 classes to work with a specialist PE teacher to team-teach a unit of work over a term.</p> <p>Each class teacher will team teach the unit of work and with support, assess the focus area for that year group.</p> <p>Purchase Outdoor Learning Cards incl. staff CPD (twilight x2).</p> <p>Each teacher will then receive a post- intervention questionnaire to re-assess each teacher's confidence in delivering the curriculum area that has been supported (TBC).</p> <p>PE subject leader to gain L5 qualification in Primary School Physical Education Specialism.</p> <p><b>Impact and sustainable outcomes</b> The impact will be improved confidence in class teacher's ability to deliver high quality PE in focused area. They will also gain confidence in assessing their children.</p> <ul style="list-style-type: none"> <li>• Pre-intervention questionnaire was handed out (September 16)</li> </ul>	<p>£1350</p> <p>£300</p> <p>£925</p>	<p>CH</p> <p>CH</p> <p>Class teacher</p> <p>CH</p>	<p>Nov 2016</p> <p>Nov 2016</p> <p>May 2016</p> <p>May 2016</p>		<p>Teacher's pre-intervention questionnaire</p> <p>Assessment of focused area from each class</p> <p>Teacher's post-intervention questionnaire</p>

<ul style="list-style-type: none"> <li>• Data was analysed. Dance was selected as a whole school area of development.</li> <li>• Y3 &amp; Y6 have had 6 weeks of dance CPD (Spring 1), which has resulted in an increase of confidence and knowledge within that area of PE. Additionally, assessment guidance was also given during the 6 week period.</li> <li>• Y2 &amp; Y4 are currently having the same CPD in Spring 2.</li> <li>• Outdoor learning cards have been purchased and both staff meetings have taken place. There has not been sufficient time since the training to measure impact.</li> </ul> <ul style="list-style-type: none"> <li>• Y3, Y6, Y2 &amp; Y4 have now all had 6 weeks of dance CPD. Impact: an increase of confidence and knowledge within that area of PE. Further guidance on assessment needs to be given.</li> <li>• Some classes have been using the outdoor learning cards. Impact: new experiences for some children. However, all classes need to follow their OAA unit in Summer 2.</li> </ul>					
<b>Key Priority: PE – To improve the quality of planning and assessing pupil progress in PE.</b>					
Actions and strategies	Resources/ Cost	By who	By when	Progress	Evidence
<p>To devise a pre-intervention questionnaire to assess teacher's confidence in planning and assessing PE activity areas.</p> <p>Purchase new Wirral SOW for FS, KS1 and KS2.</p> <p>Arrange a staff meeting on using the planning and assessment SOW.</p>	£275	<p>CH</p> <p>CH</p> <p>CH</p>	<p>Oct 2016</p> <p>Sept 2016</p> <p>Oct 2016</p>		<p>Questionnaire used</p> <p>All staff to be issued their year group SOW</p>

<p>Plan curriculum map for Sept 2016 – July 2017.</p> <p>Set up tracking system for Sept 2016 – July 2017 (each class).</p> <p>Subject leader to support staff with assessment system.</p> <p>Each teacher will then receive a post- intervention questionnaire to re-assess each teacher’s confidence planning and assessing PE activity areas.</p> <p><b>Impact and sustainable outcomes</b></p> <p>The impact will be improved confidence in class teacher’s ability to plan, deliver and assess children in different activities using a progressive scheme of work.</p> <ul style="list-style-type: none"> <li>• Wirral scheme of work purchased. Impact - the school now has a consistent approach to the planning and delivery of PE.</li> <li>• A further staff meeting was organised in which the planning and assessment system was discussed. Impact - teachers are now more aware of how to use the scheme.</li> <li>• The assessment tracker is now being used in Y5 &amp; Y6. Impact – more accurate assessments of children are now being made. More support from PE lead is needed for the rest of staff to ensure there is a consistent and accurate approach to assessment in PE.</li> <li>• The school continues to have a consistent approach to the planning and delivery of PE.</li> <li>• Non-contact time/staff meeting is needed to ensure that the PE lead can coach staff in using the agreed assessment system.</li> </ul>		<p>CH</p> <p>CH</p> <p>CH</p> <p>CH</p>	<p>Nov 2016</p> <p>Jan 2017</p> <p>On going</p> <p>July 2017</p>		<p>Curriculum map</p> <p>Tracking system</p> <p>Teacher’s post-intervention questionnaire</p>
--	--	---	--	--	---

Key Priority: School Sport – Competition					
Actions and strategies	Resources/ Cost	By who	By when	Progress	Evidence
<p>All children to take part in a school sport participation survey.</p> <p>Increase the number of competitive opportunities for KS2 children at both Level 1 (intra-school) and Level 2 (inter-school).</p> <p>To enter the school into the Primaryship football league (CSSA).</p> <p>To enter the local netball league.</p> <p>Provide opportunity for boys and girls to play football against other schools.</p> <p>Introduce Level 1 competitions at the end of units of work at Y3/4 and Y5/6. Subject leader to plan which units will lead to a Level 1 competition.</p> <p>Increase access of ‘virtual competitions’ – Level 1/2 competition</p> <p>All children to re-take the school sport participation survey.</p> <p>Evaluate data on Level 1 and Level 2 competitive experiences from Sept 2016 – July 2017.</p> <p><b>Impact and sustainable outcomes</b> An increased number of children in KS2 will participate in a competitive sporting experience. As the units of work are</p>	<p>£100</p> <p>£200</p>	<p>All children</p> <p>CH</p> <p>CH/AL/JP CH/DC</p> <p>CH</p> <p>All children</p> <p>CHSc</p>	<p>Oct 2016</p> <p>July 2016</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>On going</p> <p>July 2017</p> <p>July 2017</p> <p>July 2017</p>		<p>Baseline data of Level 1 and Level 2 competitions</p> <p>Primaryship fixtures list</p> <p>Netball league fixtures list</p> <p>Photographs/match reports</p> <p>Compare baseline data of Level 1 and Level 2 competitions</p>

<p>embedded in the curriculum, Level 1 competitions will become sustainable.</p> <ul style="list-style-type: none"> <li>• School participation survey completed (by a few classes <b>not all</b>. Impact being PE lead now has a clear overview of who does what.</li> <li>• Football team entered into the local league. Impact - increased participation in competition for some children (Y5 &amp; Y6).</li> <li>• Multiple competitions organised for KS1. Impact – broadened experience of different sports for KS1, which may result in finding an interest in a sport that they have not ever participated in.</li> <li>• Competitions for KS2 children (handball, girls football, rounders, tag rugby) have/will continue to broaden the experience of different sports for KS2 children.</li> <li>• School participation survey will be re-done to measure the impact of the programme this year.</li> <li>• The football team has been entered into the league for the 17-18 season.</li> <li>• EYFS, KS1 &amp; KS2 children have had opportunities to participate in competitive competitions. Impact: this has continued to broaden their experiences of different sports that they may otherwise have not experienced.</li> </ul>					
<p><b>Key Priority: Health and wellbeing – to increase participation in physical activity</b></p>					
<p><b>Actions and strategies</b></p>	<p><b>Resources/</b></p>	<p><b>By who</b></p>	<p><b>By when</b></p>	<p><b>Progress</b></p>	<p><b>Evidence</b></p>

	Cost				
To increase physical activity of all children in school (especially those currently reluctant to do so).			July 2017		
All children to take part in a physical activity participation survey. Identify children who do not do much physical activity.		All children	Oct 2016		Baseline data of physical activity participation survey
Introduce active play leaders.	£325	CH	Oct 2016		
Introduce the 'daily mile' initiative.		CH	Nov 2016		Individual mile times
Ensure there are at least two physical activities during golden time on a Friday (Aut 1 – karate).	£karate?	CH/class teachers	On going		Golden time activity registers
Introduce breakfast clubs and after- school clubs. These clubs can be used to target lower physical activity participating children.	£650 + £karate?	CH/ External	July 2017		Club registers/photographs
Provide F2 and KS1 children with more opportunity to be active.	£350 + £multi- skills?				
All children to re-take the physical activity participation survey.		CH/all children	July 2017		Compare baseline data physical activity participation survey
Evaluate data on physical activity participation from Sept 2016 – July 2017.		CH			
'Healthbox' to work with Y2 children – what does healthy food look like? What is a healthy diet?	£1500				
New footballs (10)	£72.99				
<b>Impact and sustainable outcomes</b> An increased number of children will be more active at playtime/lunchtime due to active play leaders. This will be led by					

<p>MDA/Y6 children, who will then train the next class of Y6 children. The daily mile will eventually become a normal part of the school day. Providing a broad range of extra-curricular clubs will increase the likelihood reluctant participators will find a sport/activity they enjoy.</p> <ul style="list-style-type: none"> <li>• School participation survey completed (by a few classes <b>not all</b>). Impact being PE lead now has a clear overview of who does what.</li> <li>• Play leaders introduced. Impact – more children active at lunchtime (mainly KS1). Behaviour of certain play leaders has also improved due to giving them an important responsibility.</li> <li>• Breakfast clubs introduced (fitness circuits &amp; karate). Impact – children who usually do not participate in extra-curricular clubs were invited to these sessions, meaning more children are attending active extra-curricular clubs.</li> <li>• Healthbox worked with Y2. Impact – these children now understand the importance of being healthy and how they can begin to achieve a healthy diet.</li> <li>• During golden time, at least two active clubs are available (sports &amp; dance/karate). Impact – a greater number of children are active during the afternoon on Friday.</li> <li>• There has been some success with play leaders. More children were evidently active when the Y6 children were passionate about their responsibility. Some Y6 children lost interest. Next year, mid-day staff must be a key component in the training of play leaders (LB) so that they can monitor.</li> <li>• Breakfast/after school sports clubs have continued to run. As mentioned in the Spring review, children who were identified as not wanting to go to traditional after school</li> </ul>					
---	--	--	--	--	--

<p>clubs were invited to new clubs.</p> <ul style="list-style-type: none"> <li>At least two active clubs have continued to be provided during golden time. Dance, dodgeball, football, rounders and kick ball to name a few.</li> </ul>					
<p>Miscellaneous Spends</p> <p>Sports day stickers</p> <p>£29</p>					
<p>Total spent:</p> <p><b>£6076.99</b> of the allocated £8840.</p>					