

London Meed Primary School Sport Premium Allocation for Financial Year April 2016-April 2017
Effective use of PE and sport funding Including IMPACT
Total Amount of Funding: £9795 indicative

| ACTION POINT 1: STAFFING / SUBJECT LEADERSHIP | Amount Allocated | IMPACT Review (September 2017) |
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| <p>1. Providing a Teaching and Learning Responsibility (TLR) for the PE lead to enable the collaborative planning, teaching and evaluation of lessons with teachers from across the school.</p> <p>2. Releasing PE leader from class to work alongside class teachers to plan and teach PE lessons to develop gymnastics and dance across the school creating a legacy of enhanced planning, teaching and learning. This will follow the format of observe x1, teach model lessons x2, team teach x2 lessons and observe to evaluate impact.</p> <p>3. Staff improvement meetings planned for Gymnastics in October and Dance in January to develop planning, teaching and assessment in PE.</p> | <p>£2000 TLR Teacher release time £3525 Total £5525</p> | <p>4 teachers had 6 weeks or more mentoring in gymnastics teaching and planning.</p> <p>2 teachers had 6 weeks mentoring in dance teaching and planning.</p> <p>1. Planning of PE in year groups where teachers have worked with PE lead demonstrates better progression and more appropriate skills content for those year groups.</p> <p>2. Staff feedback from mentoring indicates a feeling of being up skilled and more confident planning and teaching for these areas of PE.</p> <p>3. SIM for all staff was successful in developing awareness of skills progression and expected standards in gymnastics. Staff fed back to feel more confident and aware of expectations and progression as well as increased confidence in how to use gymnastics equipment correctly and safely with children.</p> |
| <p><u>Intended impact</u></p> <ul style="list-style-type: none"> • Enhanced quality of teaching and learning by confident and competent staff • Increased capacity and sustainability • Improved standards in PE teaching. • Positive attitudes to health and well-being • Improved pupil attitudes to PE • | <p><u>Evidence...</u></p> <ul style="list-style-type: none"> ○ Lesson observations showing improvement and impact over a half term mentoring block ○ PE lead evaluation of taught lessons and planning ○ Staff member initial self-evaluation followed by Self-assessment of progress / feedback form. | |

| ACTION POINT 2: PROFESSIONAL DEVELOPMENT | Amount Allocated | IMPACT Review (September 2017) |
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| <ol style="list-style-type: none"> 1. Professional development of teachers working collaboratively with PE lead on a half termly basis for 6 weeks. 2. School improvement meetings to develop curriculum knowledge and understanding amongst staff in Gymnastics and Dance. 3. Staff training through Mid Sussex active in key sports to develop breadth of curriculum | <p>Included as part of Staffing/ leadership allocation (see above)</p> <p>Cost of external training £0 as it comes with membership of Mid Sussex Active</p> | <p><i>Professional development attended by staff outside of school provided by Mis Sussex active:</i></p> <ul style="list-style-type: none"> • Invasion games • Cricket training • Tag Rugby • Physical Literacy • Dance • Leadership training on managing and supporting PE • Hockey • Leading and managing sports crew • Multi skills training • Change for Life Champions (Encouraging and developing fitness for all) <ol style="list-style-type: none"> 1. See above action point 1 2. See above action point 1 3. Details of all training 2016-2017 included above. As a result we have had: <ul style="list-style-type: none"> - A new member of staff leading a cricket club - A change for life club encouraging reluctant participators which will begin in 2017 - An effective sports crew led by Y5 children with twice as many young leaders as last year's sports crew - Up skilled KS1 staff which will impact on development of EYFS – Y2 curriculum next year - Active participation in more events for children through training for staff to coach and lead different sports - Improved planning and confidence levels |
| <p>Intended impact</p> <ul style="list-style-type: none"> ○ More confident and competent staff ○ Enhanced quality of teaching and learning ○ Increased capacity and sustainability ○ Improved standards ○ More children involved in clubs | <p>Evidence...</p> <ul style="list-style-type: none"> • PE lead evaluation of lessons • Staff evaluations prior to and after training completed • Lesson observations and planning checks from PE lead to monitor effectiveness of training in school. • Monitoring of quality of clubs and participation in competitions | |

| ACTION POINT 3: CURRICULUM DEVELOPMENT | Amount Allocated | IMPACT Review (September 2017) |
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| <ol style="list-style-type: none"> 1. Continue to develop schemes of work for year groups working with PE lead with a focus on dance and gymnastics. 2. Increased focus on providing intra-school competition within lessons across the school and sports leaders in year 5 to lead inter house competitions during lunch and break times. 3. School improvement meetings to develop curriculum knowledge and understanding amongst staff in Gymnastics and PE. 4. Planning formats and support resources provided (out of PE school budget) to support and develop planning with a focus on progression across the year groups in gymnastics. | <p>Included as part of Staffing/ leadership allocation (see above)</p> | <ol style="list-style-type: none"> 1. Clear planning and progression is evident and continuing to be developed across the school 2. Successful intra house tournaments in year 3,4,5 & 6 including netball, football, Athletics, Multi Sports and rounders. <i>(100% of children in KS1 were involved in at least 1 intra house tournament or activity over the course of the year)</i> Effective sports crew implementation and intervention on KS1 and KS2 playground to introduce competition, new sports and new play equipment. 3. See Action point 1 review 4. All teachers were introduced to and have used planning formats and support resources to help plan effective PE lessons with emphasis on Gymnastics. |
| <p><u>Intended impact</u></p> <p>Enhanced, inclusive curriculum provision</p> <ul style="list-style-type: none"> ○ More confident and competent staff ○ Enhanced quality of teaching and learning with clear progression ○ Increased pupil participation ○ Improved standards ○ Improved pupil attitudes to PE | <p>Evidence...</p> <ul style="list-style-type: none"> • Lesson planning • Lesson Observations • Review of sports crew activities with regular meetings • Photos and results of intra house tournaments | |
| ACTION POINT 4: PARTNERSHIPS | Amount | IMPACT Review (September 2017) |

| | Allocated | |
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| <ol style="list-style-type: none"> 1. Buying into existing local sports networks Mid Sussex Active and MSPSSA (sport partnerships and community sports) 2. Forging links with PE teachers in other primary schools 3. Establishing strong, sustainable partnerships with local community sports clubs. 4. Year 5 children to attend Sports Crew training and develop intra school competitions and leading in sports in curriculum time. | <p>£3,140</p> | <ol style="list-style-type: none"> 1. Greater percentage of children entered into local competitions than previous years run by Mid Sussex Active 2. Greater percentage of children actively participating in inter school competitions both A and B standard 3. Local links continued with Burgess Hill cricket Club, Sussex Cricket, Crawley Football and new links formed with Ansty cricket Club and Hayward Heath Rugby Club through school alliance training. 4. Double the amount of sports crew leaders compared to last year with effective sports participation continued in KS1 and extended into KS2. <p>Silver Sports Games Mark acquired at end of year</p> |
| <p>Intended impact</p> <ul style="list-style-type: none"> ○ Increased staff knowledge and understanding through training ○ Enhanced quality of provision ○ The sharing of best practice ○ Positive impact on PE leadership ○ Improved standards ○ Increased range of opportunities ○ Increased pupil participation in competitive activities ○ Improved pupil attitudes to PE ○ Increased pupil awareness of opportunities available in the community | | <p>Evidence...</p> <ul style="list-style-type: none"> ● Schools data collection / registers ● School Games data ● Increased participation in sport during lunchtimes and after school run by teachers, sports crew and sports leaders - impact shown through child interviews led by sports council and registers of involvement. |

| ACTION POINT 5: COMPETITIONS | Amount Allocated | IMPACT Review (September 2017) |
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| <ol style="list-style-type: none"> 1. Releasing class teachers to attend inter school competitions and festivals as well as training. 2. Using our house system to promote regular, inter-house sports competitions for pupils in KS2 across a range of Sports 3. Sports Crew to plan and run lunchtime sports / skills clubs and KS1 multi-skills festival for children in KS1. Sports Crew to plan this alongside PE lead within a ½ term as part of PE lead Leadership time. | <p>£1130 Funding for supply events to be attended</p> | <ol style="list-style-type: none"> 1. Competitions attended: Football for both boys and girls years 3,4,5, & 6, Netball for years 3,4,5,& 6, Tag Rugby, Indoor Cricket, Outdoor cricket, Athletics. 2. Successful intra house tournaments in year 3,4,5 & 6 including netball, football, Athletics, multi skills and rounders. (100% of children in KS1 were involved in at least 1 intra house tournament or activity over the course of the year) 3. Successful events and competitions run by Sports crew at lunchtimes. 60% of children in KS2 and 90% KS1 involved in some form of lunchtime sports activity with sports crew during the course of the year |
| <p><u>Intended impact</u></p> <p>Increased pupil participation</p> <ul style="list-style-type: none"> ○ Improved positive attitudes to health/well-being ○ Clearer talent pathways | <p>Evidence...</p> <ul style="list-style-type: none"> • School Games data • Pupil interviews • MSPSSA competitions form and minutes of AGM • Sports Crew data | |

| <i>ACTION POINT 6: EQUIPMENT / TRANSPORT</i> | Amount Allocated | IMPACT Review (September 2017) |
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| <p>1. Equipment to support delivery of all PE lessons indoor and outdoor.</p> | <p>Equipment to support extra-curricular clubs and to develop a range of sports taught to a high quality £1500</p> | <p>Children were having access to better and more choice of equipment during PE lessons which has enriched Pe teaching and quality of lessons.</p> |
| <p>Intended impact</p> <ul style="list-style-type: none"> ○ Increased range of opportunities at lunchtimes to take part in sports activities ○ Improved pupil attitudes to keeping active and sport ○ Positive attitudes to health and well-being | <p>Evidence... student voice – school council, teacher evaluations</p> | |
| <i>LINKS WITH OTHER SUBJECTS CONTRIBUTING TO PUPILS' OVERALL ACHIEVEMENT & THEIR GREATER SPIRITUAL, MORAL, SOCIAL AND CULTURAL SKILLS</i> | Amount Allocated | |
| <p>1. Ensuring that all staff begin to support and implement cross curricular learning where appropriate, particularly in dance and gymnastics.</p> | <p>Included as part of Staffing/ leadership allocation (see above)</p> | <p>1. All dance planning links to the curriculum and area of learning in each year group.</p> |
| <ul style="list-style-type: none"> ○ Whole school targets met more effectively ○ Academic achievement enhanced ○ Pupils understand the value of PE to their learning across the school ○ Staff across the school can start to make the links across subjects and themes including PE | | <p>Evidence...</p> <ul style="list-style-type: none"> • Whole School Plans • Whole school policies / PE policies |