

## SPORTS PREMIUM 2014-2015

| Programme/<br>Intervention support | Identified need  | Provider or facilitator   | Resources                                     | Estimated cost | Actual Cost | Intended Impact   |
|------------------------------------|--|---|---|----------------|-------------|---|
| Curriculum development             | - develop gymnastics from year R to year 6 to ensure progression and challenge | Partner secondary schools<br>AST for Gymnastics (RM)<br>Subject Leader<br><br>Gymnastics Focus Group<br>(4 Teachers Release Time) | n/a   | £0             | £0          | + Progression and challenge identified in planning, teaching and assessing  |
|                                    |  |   | 20 full day supply cover & 4 half days supply | £,2640         | £2,557      | + Developed appreciation of gymnastics  |
|                                    |  |   | Ipad mini and case for filming PE sessions    |                | £275        | + Develop safe handling of equipment.   |
|                                    |  |   | Springboards x 1                              | £220           | £220        | + Use of technical vocabulary   |
|                                    |  |   | Gymnastics Mats x 10                          | £800           | £880        | All observed teaching of gymnastics judged at least 'Good' and many with 'Outstanding' features following intensive CPD for teachers for Spring Term. |
|                                    |  |   | PE storage unit-outdoor                       |                | £109        |   |

### Evaluation

#### Tell me about your gymnastics this term?

EYFS – “I liked trying to travel in different pathways – my zig-zag and curved pathway was very long” “I liked the swapping of mats and making a trail and trying other people’s out”.

YR1/2 – “I like doing gymnastics because rocking and rolling is good fun” “It was really good. I liked all the different actions and the equipment helped us to get more exercise”

YR3/4 – “I really enjoyed showing my routine to other people!” “We made our work more complicated by using lots of different apparatus” “I liked it because it was very energetic but it was also very tiring too”.

#### Was there anything you disliked?

EYFS – “No

YR1/2 – “No!”

YR3/4 – “I did not like doing it by myself.”

#### How does it compare to other gymnastics you have previously done?

EYFS – “We haven’t done much gymnastics before”

YR1/2 – “Now in .. class my gymnastics is getting much better” “We put more equipment out in gymnastics which makes it more challenge. That challenge is about right”. Gymnastics is always fun.”

### Ways Forward

#### Purchase of new gymnastics equipment to support learning and teaching (10 x gym mats and 1 x springboard)

#### Team Teaching & Monitoring of PE Sessions – Spring 2015

- Pre-teaching of technical vocabulary and identifying links with curriculum areas – Maths, Science, English – encouraging the children to use this technical vocabulary throughout the session. (SDP Priority 2)
- Use specific success criteria showing children clear steps for progression. (SDP Priority 2)
- Learning Challenge and Success Criteria visible in the hall so that these can be referred to by the children and teaching staff. (SDP Priority 2)
- Ensure safe and consistent movement of gymnastic equipment.
  - 4 per large mat
  - 2 per small mat
  - 4 per bench (6 in reception)
  - 4 per table/horse
- Children must not be walking backwards but facing the direction that they are travelling. (SDP Priority 4)
- Use safe handling pictures for equipment, displayed on the whiteboard and in the Gym Focus Group Folder. (SDP Priority 4)
- Use apparatus plans to help support children putting the equipment out in the right places and in ways to help support learning – these are laminated A3 sheets but can also be found in the Gym Focus Group Folder.
- Use photos showing good examples from the Gym Focus Groups Folder to support self and peer assessment (SDP Priority 3)
- STEP as model for differentiation (S space, T task, E equipment & P people.)
- Lots of demonstration from children and teachers to encourage good practice. Ask the children for feedback based upon the success criteria to make things even better. (SDP Priority 3)
- Use time in the lesson to ‘refine’ moments before moving on - consistently, accurately, with control, showing strength and flexibility, with precision,
- Taking time for good quality self and peer assessment against the success criteria. (SDP Priority 3)
- Can you take more pictures to help enhance the stock of good practice? Use the camera and Ipad to support this? Could your TA/LSA come in for parts of sessions to facilitate this?
- Engage children with learning passports targets when they are changing at the start of lessons and review them back in class towards the end of sessions.

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|------------------------------------|--|---|--|--|--------------------------------|---|
| Partnership and Competitions       | <ul style="list-style-type: none"> <li>- access to competitions</li> <li>- sharing of expertise and good practice</li> <li>-development of further links with sports clubs and providers</li> </ul>        | Mid Sussex Active MSPSSA (Locality)<br><br>Subject Leader | MSA affiliation<br><br>Other sport association + sport days supplies                                   | £3000<br><br><br>                                | £3,000<br><br>£113<br><br>£657 | <ul style="list-style-type: none"> <li>+ Increased participation by pupils in additional activities; 23 events attended</li> <li>+ Access to further activities and competitions including parastars activities for identified pupils</li> <li>+ Access to further develop leadership and teaching</li> </ul> |
|                                    | <ul style="list-style-type: none"> <li>- access to inclusive sports clubs</li> </ul>   | Mid Sussex Active   | Supply cost to release school staff to attend competitions   | £1000 (see attached competition sheet for costs) |                                |   |
|                                    | <ul style="list-style-type: none"> <li>-development of pupil leadership in schools (SOC Team – “Sports Crew”</li> </ul>  | Course cost to MSA  | ParaStars Club   | £0   |                                |   |
|                                    |  |   | T-shirts &Resources Secondary School Supply Cost   | £100<br>£0<br>£120                               | £105                           |   |
| Subject Leadership                 | <ul style="list-style-type: none"> <li>- working towards outstanding Physical Education</li> <li>- assessing in PE without levels</li> <li>- effective management of the Sports Premium funding</li> </ul> | Mid Sussex Active   | 2 days supply cover<br>Cost of course: MSA service agreement   | £360   | £310                           | <ul style="list-style-type: none"> <li>+ Knowledge, linked to local and national priorities</li> <li>+ Assessment for learning feeding into future planning</li> <li>+ Evidence of progression</li> <li>+ Improved learning and teaching in PE and school sport</li> </ul>                                    |
| CPD                                | <ul style="list-style-type: none"> <li>- Training for NQT's</li> <li>-Basketball Coaching (Teaching Through Games)</li> </ul>  | Mid Sussex Active   | Cost of Course: 1 place paid via service agreement to MSA<br>Supply Cost to release 2 teachers (3days) | £200<br><br>£1,080                               | £200<br><br>£,1020             | <ul style="list-style-type: none"> <li>+ Knowledge and understanding</li> <li>+ Working with colleagues</li> <li>+ Impact on clubs and games teaching</li> </ul>  |
| <b>Total spend</b>                 |  |   |  | <b>£9,240</b>                                    | <b>£9,446</b>                  |   |
| Total Carried Forward              |  |   |  | £1,629   | £1,244                         | Carried forward in 2015-2016  |
| First Sports Premium payment       |  |   |  | £3,610   | £3,610                         |   |
| Second Sports Premium payment.     |  |   |  | £5,451   | £5,451                         |   |

|  |  |
|--|--|
| Ways forward from previous action plan – Dance 2013 – 2014: Evaluation April 2015  |  |
| <ul style="list-style-type: none"> <li>☑ Broaden and develop bank of warm-up activities and ideas for dance</li> <li>☑ Continue to develop resources to support dance for colleagues eg music, visual stimulus</li> <li>☑ Develop use of assessment document to roll-out to all classes and year groups during next cycle of dance teaching</li> <li>☑ Further develop use of digital recording and peer assessments</li> <li>☑ Focus on further ideas and monitoring of differentiation to support achievement in dance for all</li> <li>☑ Re-site whiteboard in the hall to display during lessons whilst being able to use projector and screen simultaneously</li> <li>☑ Consider future use of digital technology to support learning and teaching in PE</li> </ul> | <ul style="list-style-type: none"> <li>-CPD via staff meetings – sharing good practices.</li> <li>- Opportunities to share music on StaffShare implemented - Ideas fed back by colleagues staff meeting</li> <li>-Assessment document shared with whole school staff – new learning passport developed in line with school curriculum and assessment policy.</li> <li>-Ipad tested by classes – responses from children and teaching staff have been positive. Look for ways for data to be transferred safely and securely to the server so that this can be used efficiently in class and in sessions.</li> <li>-Re-site of whiteboard to take place during Christmas 2014.</li> </ul> |

## Structure of Lesson Study – focus CPD for Gymnastics Learning and Teaching at Holy Trinity School

|   |   |  |  |   |
|---|---|--|--|---|
| <ol style="list-style-type: none"> <li>1. Discuss with staff current provision for gymnastics, confidence and ways forward.</li> <li>2. Pupil conferencing of identified pupils</li> <li>3. Lesson study <ul style="list-style-type: none"> <li>- identify aims</li> <li>- recruit members (R, 1/2, 3/4, 5/6)</li> </ul> </li> <li>4. Plan, deliver, evaluate, improve</li> </ol> | <b>Session A</b><br>Agree focus for planning and assessment of lesson study – assessment for learning: key priority of effective learning challenges and clear success criteria to support progression challenge and assessment.<br>Lunchtime Meeting | <b>Session 1 – Week 1 – Tuesday 6<sup>th</sup> Jan.</b><br>Share plans together<br>Peer observer 1/2<br>Feedback and discuss LC/S/P/A<br><br>Plan together with colleagues.<br><br>1 day x 4 | <b>Session 2 - Week 2 – Tuesday 13<sup>th</sup> Jan</b><br>Peer observation and feedback. (Yr5/6 & Yr3/4)<br>Identify ways forward for second tranche<br><br>1 day x 4 | <b>Session 3 – Week 3 – Tuesday 20<sup>th</sup> Jan</b><br>Peer observation and feedback (3/4 & 5/6)<br>Identify ways forward for second tranche<br><br>1 day x 4   |
|   | <b>Session 4 – Week 4 – Tuesday 27<sup>th</sup> Jan</b><br>Planning together with colleagues<br><br>0.5 day x 4   | <b>Session 5 – Week 5 – Tuesday 3<sup>rd</sup> Feb</b><br>Peer observation and feedback (3/4 & 5/6)<br><br>1 day x 4   | <b>Session 6 – Week 6 – Tuesday 10<sup>th</sup> Feb</b><br>Peer observation and feedback (R & ½)<br><br>1 day x 4  | <b>Lunchtime Meeting</b><br>Evaluation and impact on pupils, staff, learning challenges, progression and assessment<br><br>Review of project including impact on learning and teaching with reference to Action Planning and lesson study aims. |