

Broughton Fields Primary School

Sports Premium Funding 2014/15

Context:

In April 2013, the government announced funding of £150 million for physical education and school sport. Since then, this funding has been extended up until 2016, and is currently being guaranteed under the current Government, until 2020. Sports funding is allocated to schools based on the number of children on roll from Year 1 to Year 6 plus an additional flat rate. During the 2014/15 academic year, Broughton Fields Primary School has so far received £5,699, with further funding due later in the year.

Sports Funding Allocation:

For this academic year, Broughton Fields has allocated the funding to achieve the following key objectives:

- Improve the quality of teaching and learning for the Foundation Stage Gymnastics curriculum.
- Improve the quality of teaching and learning for KS1 Invasion Games and Multi Skills.
- Build on Dance coaching for KS2.
- Improve the quality of teaching and learning for KS2 Games.
- Target less active children to engage in sport.
- Increase our involvement in city wide competitions and with other local schools.

This report sets out to analyse the impact that the Sports Premium Funding has had on the quality of Physical Education (PE) at Broughton Fields. As an on-going document, each area of focus will be analysed upon completion of each objective, outlining the next steps to continue to strengthen this impact for the future.

Summary of Impact:

Improve the *quality of teaching and learning for KS1 Invasion Games and Multi Skills.*

Context:

As part of developing the impact of early multi-skills physical education teaching, our focus has been broken down into 3 main targets, which are:

- 1- Developing the quality of multi-skills that children learn throughout KS1.
- 2-Incorporating aspects of the new curriculum into PE, especially competition.
- 3-Ensuring that assessment of multi-skills is rigorous and thus ensuring progress for all.

In order to achieve this objective, we have invested in external specialised PE teaching for multi skills. Key Stage 1 teaching staff worked alongside our specialist to develop the quality of multi-skills teaching; embed the new curriculum objectives into planning and teaching; incorporate competition both within lessons and between classes; and rigorously assess multi-skills objectives to enable this to impact on the progress of the children.

Comments from the children:

What did you enjoy about your multi-skills lessons?

"I felt really happy when I jumped 12 times for a competition."

"We did some balancing and I really liked doing this because I was really good."

"I really liked when I balanced on one leg and my partner helped me."

"I enjoyed catching the bean bags and I got better by practising and practising."

"I enjoyed throwing and catching the ball when we threw it in the air and we were trying to get it before our friends."

"We had a competition in the hall. It was fun because we got to get more and more points to beat each other."

Impact on Progress:

In depth assessment procedures show that there has been significant progress against the expected multi-skills objectives in each year group. The Year 1 & 2 cohort are now currently demonstrating skills as shown:

	<i>Below Age Expected</i>	<i>Age Expected</i>	<i>Above Age Expected</i>
<i>Year 1</i>	<i>21%</i>	<i>52%</i>	<i>27%</i>
<i>Year 2</i>	<i>20%</i>	<i>53%</i>	<i>27%</i>

These objectives are 'end of year' expectations, showing the progress that has already been made. Assessments will continue to be monitored and developed throughout the current academic year. Further multi-skills assessments will take place at the end of the year to track overall progress.

Impact on Staff CPD:

Audits and evaluations of the KS1 staff show how confident and competent they have become when teaching and assessing multi-skills objectives.

Comments from staff evaluations:

"I am now more confident in slowly developing the skills I teach."

"I have incorporated competition into my lessons through competitive games and encouraging the children to set personal challenges to beat."

"I have developed a wider range of teaching strategies for the teaching of multi skills lessons and a deeper understanding of progression and differentiation in the subject."

"I have also learnt the importance of grouping children by ability and using the HA children as role models for the rest of the class."

Next Steps:

To continue the progress made this term, we aim to:

- Build upon these fundamental skills in games teaching throughout the current year and in the future.
- Closely track multi-skills objectives for the remainder of this year and into the next academic year.
- Enable time for the KS1 staff to develop their teaching skills further through net/wall games teaching unit and subsequent games units.
- Provide more opportunities for the KS1 children to compete in inter-class competitions.

Improve the quality of teaching and learning for the Foundation Stage Gymnastics curriculum.

Context:

Physical development in the Foundation Stage is at the heart of developing basic skills for physical education. Children are encouraged to be active within the Foundation outdoor learning areas; whilst we also provide weekly physical development sessions to further increase the skills of our Foundation children.

During the Spring term, we have invested some Sport Premium to employ a Gymnastics coach, Grace Blacklock, who last year supported the development of Gymnastics teaching across the remainder of school. To aid this, we have also invested in some specialist soft play equipment to enable the Foundation children to safely engage within their gymnastics.

Comments from the children:

What did you get better at in your Gymnastics lessons?

"I got better at climbing the apparatus."

"I got better at jumping off the apparatus and making star shapes, pencil shapes and ski shapes."

"I can land in ski man position."

"I jumped off of mats and landed in an egg shape."

"She helped me to get better at shapes."

"We learned tuck shape, star shape and pencil shape."

"I got better at jumping really high."

Impact on Progress:

Our Gymnastics assessments combine with all elements of physical development to assess the capabilities of the children. The Foundation cohort are currently demonstrating the following movement skills, taken from the 'Moving and Handling' Early Years Foundation Statements, with the expectation being 40-60 months as an end of year expectation:

<i>EYFS Statements:</i>	<i>Below Age Expected</i>	<i>Age Expected 40-60 Months</i>
<i>Experiment with different ways of moving</i>	5%	95%
<i>Jump off objects and land appropriately</i>	5%	95%
<i>Negotiate space successfully; adjusting speed and changing direction to avoid obstacles.</i>	7%	93%
<i>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</i>	10%	90%

Impact on Staff CPD:

Audits and evaluations of the Foundation staff show how confident and competent they have become when teaching gymnastics.

Comments from Staff Evaluations:

"I now have a bank of quality warm ups to use with the children. I have ideas to make the most of the gymnastics equipment we have in school and the children's progress has been rapid; all the children know exactly what they're learning in every lesson."

"I now have a thorough knowledge of what should be included in a Gymnastics lesson and lots of ideas as to how to teach the different gymnastics skills. I feel confident to plan and teach a series of lessons."

"I feel that the programme will make me a better teacher of gymnastics. I enjoyed observing Grace and supporting the children during lessons. I was able to make many observations of the children and could target those who needed extra support."

"I have seen how the new soft play equipment can be used within a gymnastics lesson. I feel more confident in setting up different layouts of equipment."

Next Steps:

To continue the progress made this term, we aim to:

- Closely track the children's progress moving into KS1; building on current assessments to target specific skills and accelerate progress in gymnastics.
- Enable the Foundation teaching staff to teach gymnastics in the future, to embed the skills they have developed.
- Ensure that future Foundation staff are given opportunities to attend specialist Foundation gymnastics courses and can draw upon the expertise we now have in school.

Build on Dance coaching for KS2.

Context:

At Broughton Fields, we engage our Key Stage 2 children with a street dance topic, linked to the engaging topics which are taught across the curriculum. This year, our Year 3 & 4 children danced to a Roman theme whilst the Year 5 & 6 children danced to an Ancient Greek theme. During this time, they were led by our dance coach, Sam Jenkins, who inspires and motivates all the children she works with. As a result, all the children speak highly of their dance lessons. Children learn a range of dance moves and routines as well as creating their own individual and group routines as part of their final performance.

This year, parents from all classes were invited in to watch the final performance. We had 138 families attend to see the fantastic performances from all classes.

Comments from the Children:

How do you feel your skills in dance have improved?

"Sam is good at dancing and we learnt from someone who is really good."

"She spoke to individuals to help them with small skills to improve it."

"She taught us in a fun way instead of just telling us what to do."

"The warm ups were long and fun at the same time."

"I'm usually good at breakdancing and Sam helped me to dance better for the Roman dance which was different to what I'm used to."

"Sam helped me in one of the lessons to help me with my movement skills."

"I'm a good dancer and I thought it would just be street dance but Sam improved my street dance and for the Roman dance because I've never used fighting in my dance."

"I've now learnt how to dance a bit rather than just silly dancing."

Impact on Progress:

Assessments of the children's skills show:

	<i>Below Age Expected</i>	<i>Age Expected</i>	<i>Above Age Expected</i>
<i>Year 3</i>	2%	73%	25%
<i>Year 4</i>	3%	75%	22%
<i>Year 5</i>	0%	85%	15%
<i>Year 6</i>	4%	80%	16%

Next Steps:

- Continue to embed street dance into the PE curriculum across Key Stage 2.
- Provide opportunities for more able and motivated dancers to compete against local schools in city dance competitions.

Improve the quality of teaching and learning for KS2 Games.

Context:

Across KS2, we are very fortunate to have the support of Mr Wirth to lead all outdoor PE sessions. Mr Wirth has an extensive knowledge and understanding of a range of sports we teach to ensure that the fundamental skills are embedded. During the Spring term, the funding has provided an opportunity for class teachers to work alongside Mr Wirth; developing their skills base and teaching pedagogy to ensure that the pupils make accelerated progress in games.

Comments from the children:

How do you think Mr Wirth and your teacher helped you to improve in Games?

"It helped us to concentrate because we knew our teacher was there."

"Our teacher knows what is happening in PE and how we're getting on."

"We practised our skills and we learnt the basics to make sure we got better."

"We did basketball and it really helped me because my teacher was encouraging me and supporting other people and me which made me feel happy."

"When we were doing cricket, I thought that you had to sit down when you were out but Mr Wirth taught us different cricket games and Mr Killick was encouraging me and helping me to learn to play actual cricket."

"I used to play cricket with my cousins but I stopped. It's better with two teachers because they can help more people in the lesson so I started cricket club now."

"In basketball, I used to throw it from above my head but now I know how to throw it properly and in every match I now get at least 5 baskets!"

Impact on Progress:

Extensive skills assessments show that the KS2 children have progress as shown:

	<i>Below Age Expected</i>	<i>Age Expected</i>	<i>Above Age Expected</i>
<i>Year 3 - Cricket - Striking & Fielding</i>	10%	70%	20%
<i>Year 4 - Basketball - Invasion</i>	12%	70%	18%
<i>Year 5 - Tennis - Net & Wall</i>	2%	76%	22%
<i>Year 6 - Cricket - Striking & Fielding</i>	4%	75%	21%

These objectives are end of key stage expectations which will be developed further through subsequent games units. Assessments will continue to be monitored and developed throughout the current academic year and across KS2 to monitor impact on progress.

Impact on Staff CPD:

Through a skills audit, staff identified the following common areas of need:

- To understand effective differentiation for games teaching and learning.
- To understand the sport being taught, including: understanding teaching points, vocabulary and its meaning, rules for the games and how to effectively teach the necessary skills through that particular sport.
- To understand how to build in assessment opportunities.

Some staff identified that they felt competent through the audit and so we would expect to see that these classes would have had better adapted teaching and learning, resulting in exceeding the impact on progress when compared to other classes.

Following observations of staff and end of programme evaluations, progress and impact on staff competencies has been identified across the board to recognise:

- Significant increase in subject knowledge for specific skills and transferable skills for games.
- Skills to organise and manage the outside learning environment more effectively including grouping children and setting up equipment effectively.
- Understanding for sport specific terminology.
- Better understanding of the skills required by the children and how to use these to adapt and create a series of plans; incorporating these skills alongside effective competition.
- 25% of staff who identified their skills for planning, teaching and incorporating competition as competent have felt that this programme has had little impact on developing their competencies further. This identifies a need for the PE Coordinator or external sports professionals to take a role to identify the needs of these staff; ensuring that progress is more consistently above average for these teachers. This will be identified as a next step.

Comments from Staff Evaluations:

"I've cracked the skills. I have even demonstrated and improved my own new found basketball wisdom! I may even take up basketball myself."

"Observing Phil was useful however, lesson plans were already given."

"The biggest impact for me has been to have the opportunity to watch how to set out and use the equipment more effectively."

"Through team teaching with Phil, my subject knowledge has continued to grow and I have learnt a wider range of activities which can be used to develop the children's skills."

"The children have had the opportunity to play a range of competitions during the lesson which has enabled the children to apply the skills they have learnt."

"Having never played cricket before, I have found this programme extremely rewarding in improving my own teaching. Working with Phil allowed me to identify my own needs with his guidance and I was then empowered to do something about it."

Next Steps:

- There have been many benefits to having class teachers back to being fully involved with outdoor PE. This may prove to be the most beneficial way forward for the future so that they can fully grasp how to move the children on.
- Lesson plans are not designed to be a fully prescribed scheme. Staff must be reminded that all current lesson plans should be fully adapted by teachers to suit the needs of their class and to ensure maximum impact.
- Teachers' who self-audited their skills as very competent would benefit from being further observed by the PE coordinator or external sports professionals to identify their areas of need - the progress of the children in these classes mirrored that of the rest of KS2 showing that there is a need to develop their competencies further, leading to outstanding progress of the pupils.
- Competition must continue to be built into all PE lessons to embed the principles of the new national curriculum. Impacts on school competition performance should become a focus for the next year and moving forward in the future.

Target less active children to engage in sport.

At Broughton Fields, we want our children to enjoy being active; taking any opportunity to do so where they can. We provide up to 2 hours of physical education teaching and learning a week alongside our extensive extra-curricular school clubs and the facilities available for children to be active throughout their lunch break.

To analyse the impact of our current sports projects, we have carried out questionnaires with children identified by class teachers as being less active. The aim from this is to identify our current provision and ways that we can increase our impact to target less active children within physical activity.

Outcomes from the questionnaires identify that:

- 64% of these children say that they enjoy sports. 14% do not enjoy sports and 22% were unsure. This identifies 36% of these children for who are disengaged with sports and physical activity.
- 61% of these children say that they enjoy playing as part of a team. 18% do not enjoy team sports and 21% were unsure about team games. 39% of these children are not keen on team sports. Currently, the majority of all sports clubs and sports taught throughout KS2 PE lessons are team based.
- Only 39% of these children play active games at lunchtime. The identified games are limited to football and skipping. This means that 61% of these children are not active during lunchtime.
- 71% of the children have not attended any of the school sports clubs this year, leaving 29% who have attended a maximum of 2 clubs.
- 86% do not attend clubs outside of school. 14% attend clubs including swimming and karate.

Key Stage 2 children were also questioned to establish their perception of their lifestyle to include health aspects including diet, sleep and understanding of healthy and unhealthy lifestyles. Findings from this show that:

- 67% believe that they exercise regularly.
- 50% believe that they eat a healthy diet.
- 78% believe that they eat a healthy snack at breaktime.
- 78% believe that they drink enough water during the day.
- 94% believe that they have enough sleep.
- 56% believe their family to have an active lifestyle.
- 78% feel that they understand what a healthy lifestyle is.
- 61% would like the school to help them to further understand what constitutes being healthy or unhealthy.

Further feedback from the Key Stage 2 children identifies some ways in which the school could take this forward, to include:

- Fitness activities.
- Showing us why it is important to be healthy.
- Showing us how we can be fit.
- Show us different ways to exercise.
- Do clubs that help us to be healthy instead of the sports.
- Help us to know what fruit, vegetables and vitamins do for you.
- Teach us what is good for you.
- Give healthy snacks.
- More water fountains.
- Longer P.E. lessons.

Next Steps:

- Our focus must now look to address the health and fitness of our pupils; with an emphasis on tracking the impact on less active and disengaged children.
- We must incorporate some education about health and fitness; why this is important and how children can maintain a healthy lifestyle.
- Lunchtime activities must ensure that more is available for children to remain active.
- Fitness related school clubs to build upon the Year 3 and 4 Change 4 Life club will enable more children across Key Stage 2 to become involved in these.
- Whilst embedding competition, and the skills for working as a team, children should also be able to challenge themselves to set goals and improve their own performance.
- Healthy eating, including snacks and lunchboxes needs to be promoted.
- More links need to be made with local sports clubs to open up more opportunities for the children to become involved in such clubs.
- We must seek opportunities for parents and families within our community to engage with physical activity.
- Within our school timetable, we must seek opportunities for children to be more active both within and outside of the allocated P.E. lesson.

Increase our involvement in city wide competitions and with other local schools.

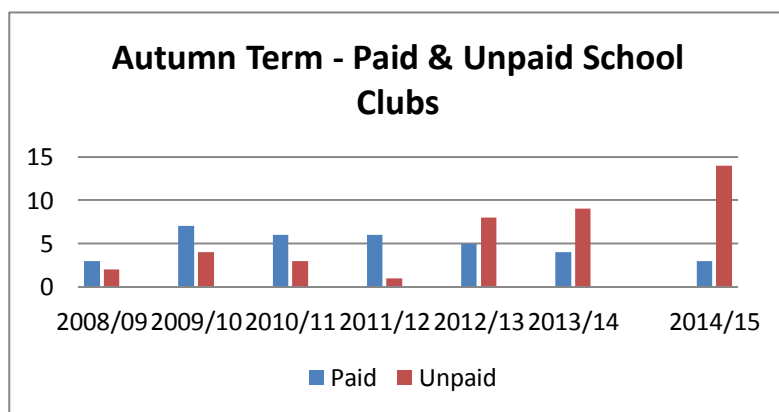
We aim to increase our involvement in city wide competitions. So far this year, we have participated in the following competitions and festivals:

KS1	LKS2	UKS2
Gymnastics Challenge	Gymnastics Challenge Badminton Cross Country	Boys Football League Gymnastics Challenge Cross Country Cricket Netball Girls Football League Tug of war

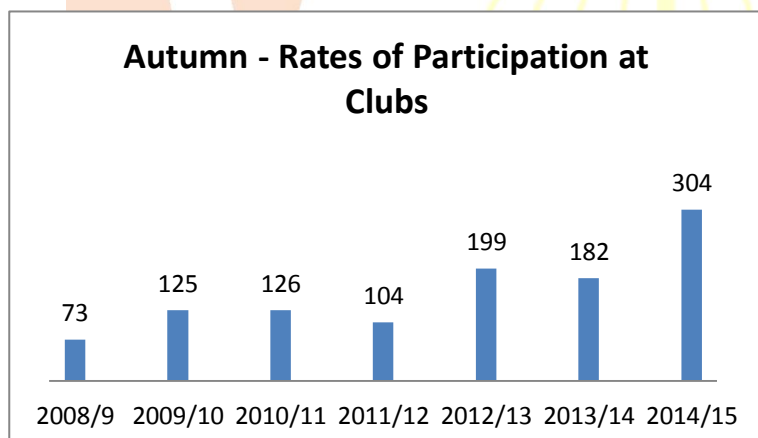
Extra-Curricular Club Participation:

Broughton Fields is very fortunate to be able to offer such an extensive range of extra-curricular clubs. These figures show that we continue to involve more children in more clubs, an objective that we have worked hard to embed as part of our sport provision.

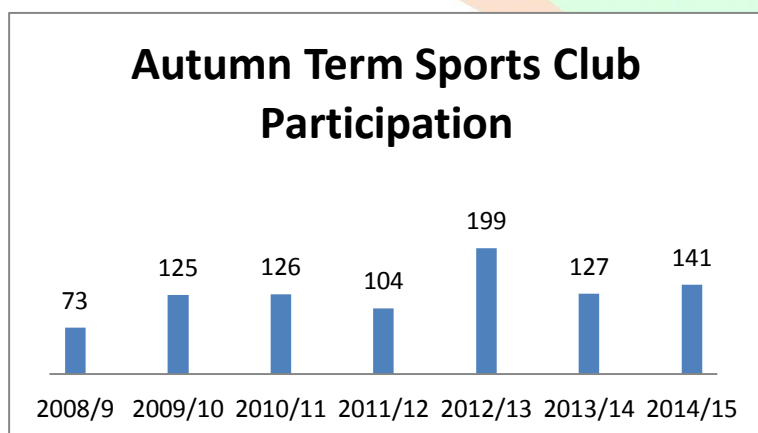
Autumn Figures:



The number of extra-curricular clubs on offer during the Autumn Term has exceeded that of previous years. This figure continues to provide more clubs requiring no payment, with 3 specialised coaching clubs on offer.



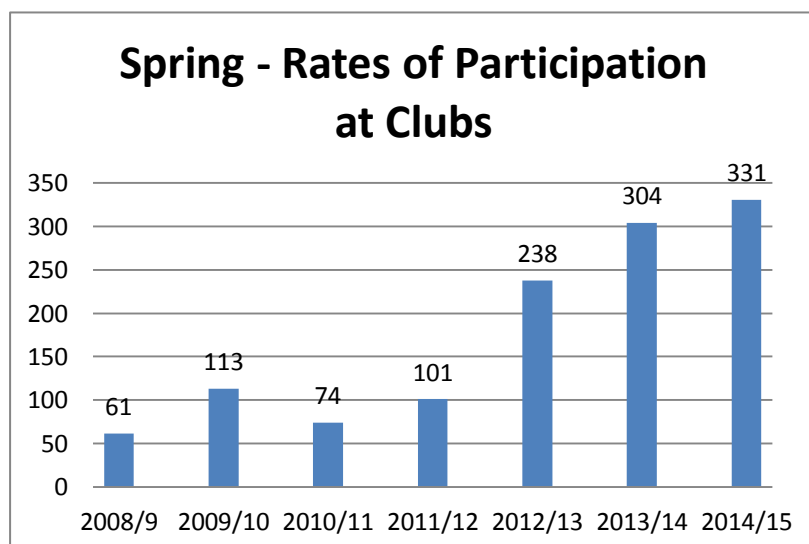
Throughout the Autumn Term, 304 club places have been taken up. This again, exceeds any Autumn figure than in previous years. More children at Broughton Fields are attending more clubs.



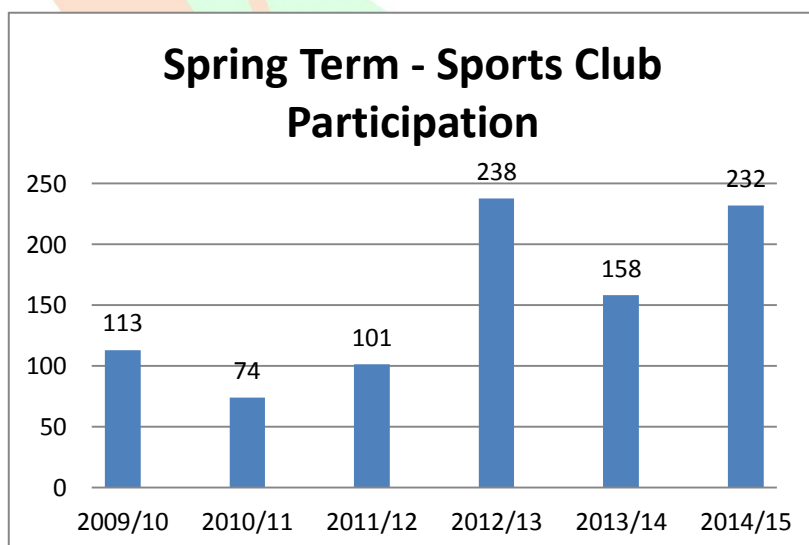
In increasing Sports Club participation, the figures for Autumn term are increasing from that of last year. There have been more non-sports clubs provided by staff this term, a figure we hope to increase in the sports clubs next term.

Spring Figures:

Our extra-curricular provision is extensive and, as such, the monitoring of paid and unpaid clubs is no longer required. We offer a variety of both of these to engage our children in extra-curricular clubs. We continue to monitor rates of participation to ensure that we are engaging as many children in school clubs as possible.



Participation in Spring Term clubs for this year has exceeded the rates of participation since monitoring began.

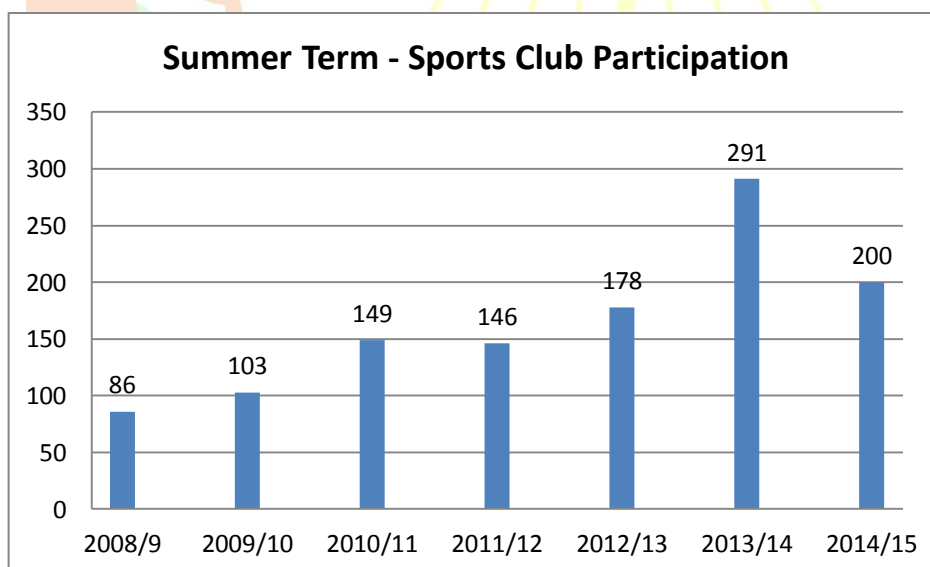
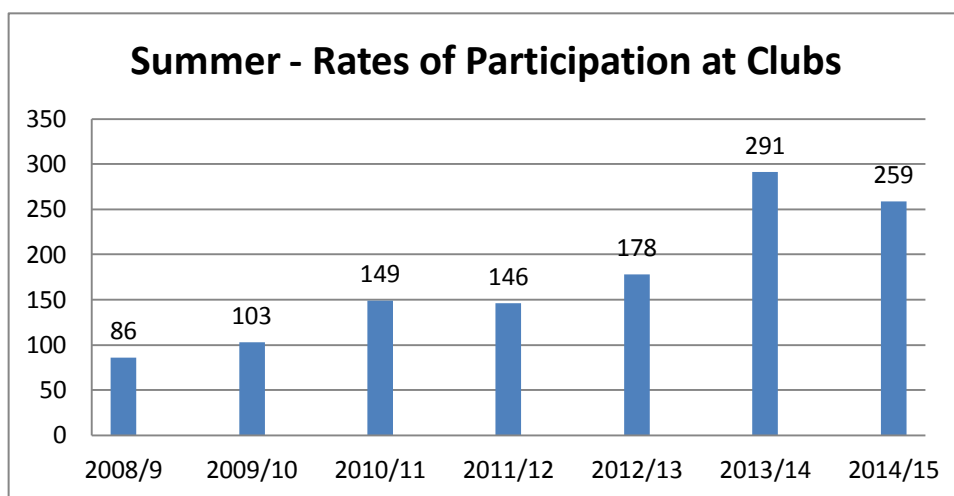


Our aim was to raise the sports club participation figures specifically this term.

Figures show that the participation in sports clubs is much higher than last year and very nearly reaches our highest record.

Summer Figures:

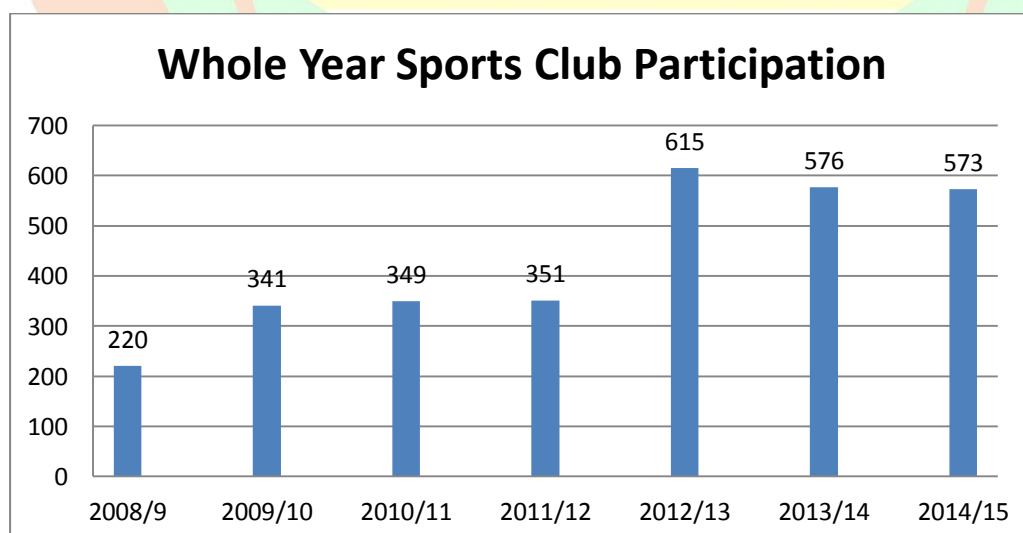
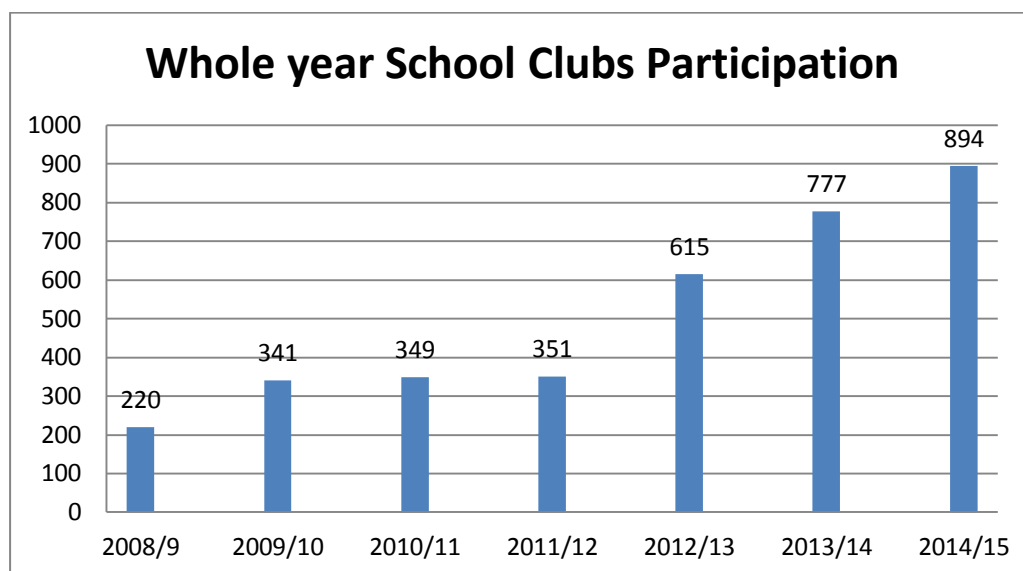
Following a popular Spring term, the participation figures for this year are marginally lower for all clubs in comparison to last year. It is still however, considerably higher than the 2012/13 figure which was our aim.



Sports clubs are slightly down from last year with 91 less places having been taken up. Again this figure exceeds the target to improve on the 2013/14 figures. This is something to monitor and improve on next year.

Whole Year Figures:

To reflect on the quality of extra-curricular opportunities for the 2014 - 2015 academic year, we are very pleased with the continuing provision that we have in place at school. The overall figures have set another highest figure since recording began which is exceptionally pleasing.



Whilst the sports clubs are down by 3 places, this still evidences that we continue to provide a wealth of opportunities for children to access a whole range of sports and non-sports based extra-curricular opportunities.

Our thanks to all the school staff who volunteer their valuable time to provide such opportunities.