

Frome Valley PE Sport Grant Report 2016-2017

Total Funding Awarded		£8, 560 (+£794 carried over from last year)		
Objectives: <ul style="list-style-type: none">● To improve assessment of PE lessons.● To widen the children’s experiences of different sports.● To improve the planning of sports specific skills.				
How we plan to spend our money: <ul style="list-style-type: none">● External coaches (£3966)● CPD (£230)● Updating planning and assessment (£740)● Resources (£150)● DASP School Sports Coordinator (£4268)				
Action Plan 2016-2017:				
Objective	Success Criteria	Actions to be taken	How it will be monitored	Evaluation (July '17)
To improve assessment of PE.	<ul style="list-style-type: none">● Regular and sports specific assessment against NC 2014	<ul style="list-style-type: none">● PE co-ordinator to develop sport specific assessment grids● Termly staff meetings to discuss sports specific assessment grids	PE coordinator to review class assessments at the end of each term.	Target achieved. As part of the up-dating of planning across the school, each teacher has created an assessment grid linked to the National Curriculum and sport they are teaching each half term. A staff meeting was used to discuss progression from one year group to the next.
To widen the children’s experiences of different sports.	<ul style="list-style-type: none">● Children have a greater knowledge of a wider variety of sports.● To improve the children’s enjoyment of PE.	<ul style="list-style-type: none">● Organise opportunities for badminton and skateboard coaches to teach a series of PE lessons and/or after school clubs.● Children and staff evaluate new PE sessions.	Children’s evaluation of coaches/ experiences. Parent question about PE coaches in parent questionnaire.	Target achieved. This year, the children were given the opportunity to have the following different sports all taught by a specialist coach within curriculum time: skateboarding, basketball, netball, badminton, athletics, football, gymnastics, tennis, tag rugby. Mrs Ashby (who has a degree in dance) also taught tap dancing to each class as part of Music Week. From the children’s evaluations of the coaches, each year group rated the lessons highly (the majority being 10 out of 10), with all year groups feeling that they had progressed in their skills. Children across year groups said that they had either bought new equipment at home, watched it on the TV or taken up the sport in a club following their lessons.

To improve the planning of sports specific skills.	<ul style="list-style-type: none"> Teachers are more confident in teaching sport specific skills. Improved learning of sports specific skills 	<ul style="list-style-type: none"> Teachers allocated half a day per term to update plans to reflect skills learnt from specialist coaches. 	PE coordinator to monitor revised plans.	<p>Target achieved.</p> <p>As part of the up-dating of planning across the school, each teacher now has up-to-date planning for each sport they teach. Planning has been updated to include sports coaches' ideas.</p>
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The effect of the premium on pupils' PE and sport participation and attainment (evaluated July 2107):

All children took part in 2 hours of sport within curriculum time. This year, 70% of the school took part in extracurricular sport activities organised by the school (after school clubs and/or sports festivals and competitions). 84 children attended after school clubs provided by the school. This was a higher number than previous years (66 children attended an after school club in 2015/16) and a major contributing factor was the range of sports on offer, including trampolining, athletics, basketball and skateboarding. 9 children who were less active in 2015/16 (did not attend after school clubs or festivals/competitions) took part in extracurricular activities this year. In the pupil evaluations of sports coaches, a high majority felt they had made good progress in the sport they had been learning. A child with SEN who had been hard to engage in sport, commented on her athletics lesson: 'I would definitely do it again. I have moved from not being very good at the subject to being good!' On the pupil questionnaire, 100% of children totally agree that they learnt new skills through the sports coaches, with 84% strongly agreeing.

How will you make sure these improvements are sustainable? (evaluated July 2017)

Sports coaches have made a positive impact to the children's sport participation and attainment (as seen in the children's questionnaires and teacher evaluations) therefore part of our sports funding grant will continue to be used each year on bringing in sports coaches. All teachers have updated their planning to incorporate new ideas and skills provided by the coaches to ensure sustainability across the curriculum.