

Analysis Of West End First School's Primary P.E. Sport Grant 2018-2019

Objectives of spending PPSG:

- To employ a specialist P.E. teacher to work alongside teachers in lessons to increase their subject knowledge and confidence in P.E.
- Procure quality-assured professional training for staff to raise their confidence and competence in teaching P.E. and sport.
- A focus on core skills in agility, balance and co-ordination, from the beginning of KS1 onward, enhancing pupils' physical literacy.

Provide maximum opportunities for competitive sport for pupils.	- Train gymnastics team and run after school gymnastics club.	KS2	<ul style="list-style-type: none"> • Provide pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Enrichment. • Provide new life experiences for children. • Develop a love for a new sport. • Foster teamwork, communication and sportsmanship in children. • Continuing Olympic and paralympic values.
	- Train netball team and run netball club.	KS2	
	- Provide tag rugby coaching and access to tag rugby competition.	KS2	
	- Provide orienteering coaching and access to orienteering competition.	Y4	
	- Provide tennis coaching and access to tennis competition.	KS2	
	- Provide football coaching and access to football competition.	Y4	
Sustain maximum possible entry places to sporting events	- Provide access to School Games through football, tag rugby, gymnastics and quadkids qualification.	KS2	<ul style="list-style-type: none"> • Enrichment. • Develop a love for a new sport. • Continuing Olympic and paralympic values. • Stronger links to local clubs and centres. • Greater sense of local community within children.
	- Access to KS2 Gymnastics competition	KS2	
	- Additional 1x half term input from specialist P.E teacher.	Y4	
	- Continue to ensure maximum (100%) capacity in teams and clubs by offering places to children in other year groups.	KS1 KS2	
	- Managing resources to send more than one team to competitions and events where possible.	KS2	
	- Continue to access all available competitions across our programme.	Whole School	
	- Continue promoting local junior teams and the benefits of joining one.		
	- Linking sport, Olympic and paralympic values and children's role models in sport all together to generate increased enthusiasm.	KS1 KS2	
		KS1 KS2	

The figures highlight the impact that the Primary PE Funding has had in this area:

2011 – 2012: 2 events entered, 26 event places accessed.

2012 – 2013: 9 events entered, 186 event places accessed.

2013 – 2014: 9 events entered, 186 event places accessed.

2014 – 2015: 10 events entered, 263 event places accessed.

2015 - 2016: 10 events entered, 267 event places accessed.

2016 - 2017: 9 events entered, 171 event places accessed.

2017 - 2018: 11 events entered, 202 event places accessed.

2018 - 2019: 17 events entered, 356 event places accessed.

In the period 2011 – 2019 this shows:

- Children at West End now access over **8 times** as many competitions and festivals than they did when we initially bought into the School Sport Partnership programme. The SSP offered more events in 2018-19 than ever before and as always, West End made accessing these a priority.

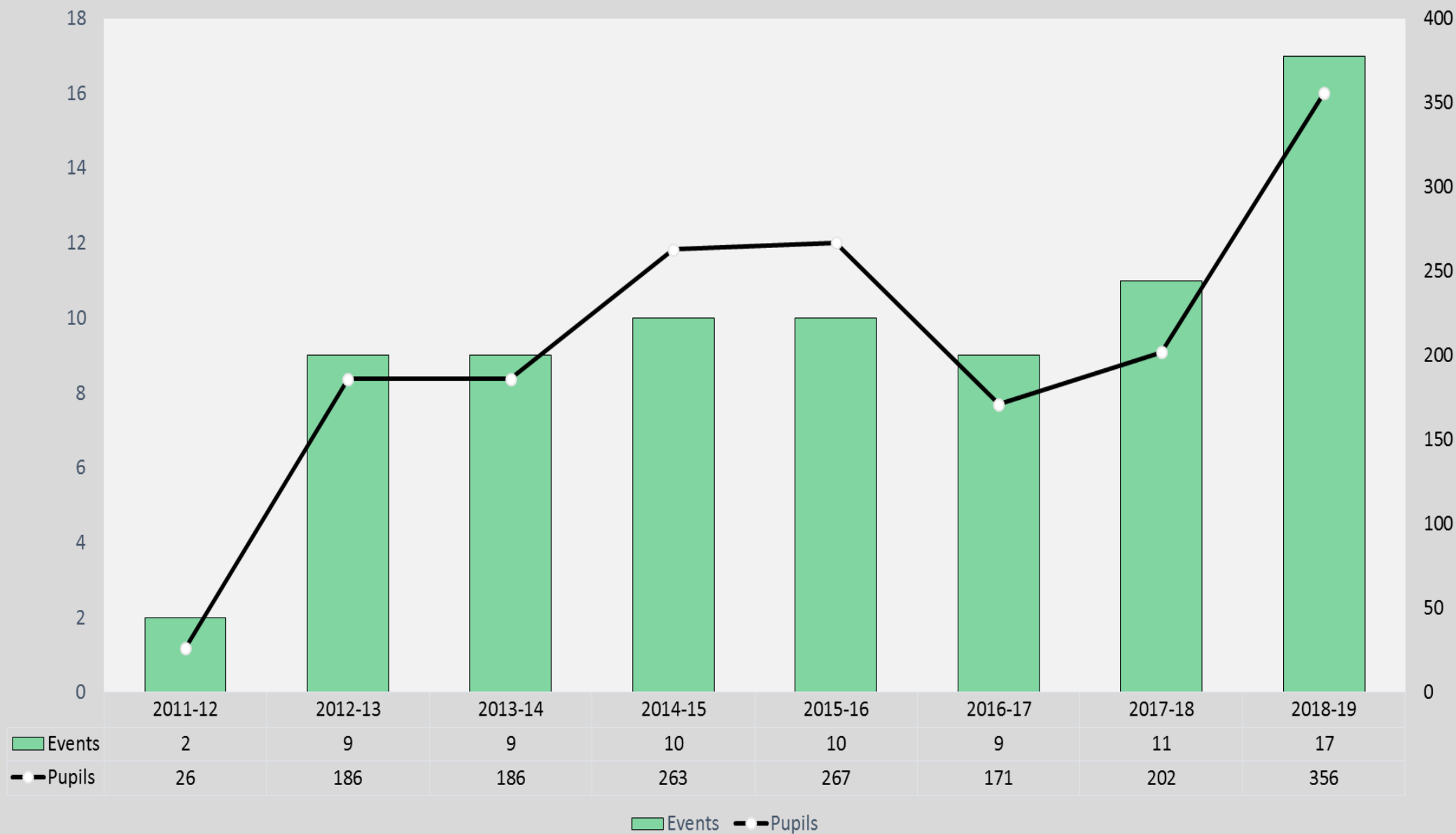
- A spike in event places accessed between 2014-2016 due to there being two full classes in each year group (Y1-4) for two years.

- West End continues to offer event places to every child through school sport festivals and competitions. We attended football, tag-rugby, gymnastics, netball, athletics, tennis and golf competitions at KS2. We attended gifted & talented (Y4), multi-skills (Y1, 2 & 3), multi-activity (Y3), dance (Y4), 'Hoopstarz' (Y1 & 2) and skipping (Y2 & 3) festivals across KS1 and KS2.

Objectives For 2019-2020

- Continue to access all available competitions and festivals at KS1 and KS2.
- Strengthen links with local community sport venues and clubs, encouraging children to take up sporting opportunities in their local area.

West End First School Participation In SSP Events



Promote a greater up-take of physical activity.	<p>- Access to 3 x half-termly after school clubs through BVAL:</p> <ul style="list-style-type: none"> * Circuits Club * Street & Hip Hop Dance * Multisports Club <p>- Access to an after school club in <u>all</u> half terms through school sport programme teacher:</p> <ul style="list-style-type: none"> * Netball Club (x2) * Gymnastics Club (x2) * Quadkids Athletics Club (x2) <p>- Access to KS2 Dance Festival</p> <p>- Access to Y1 and Y2 Multiskills Festivals</p> <p>- Access to Y4 gifted & talented multisport festival</p> <p>- Access to Y3 skipping festival</p> <p>- Access to Y3 multisport festival</p> <p>- Access to Y1 hoopstars festival</p> <p>- Promoting local junior teams and the benefits of joining one.</p> <p>- Access to 'Tiddlywinks' dance and drama sessions</p> <p>- Maintain links with local sport clubs.</p>	<p>Y2 Y2/3 Y1</p> <p>KS2 KS2 KS2</p> <p>KS2 KS1 Y4</p> <p>Y3 Y3 Y1</p> <p>Whole School Reception Pre-reception</p> <p>KS1/2</p>	<ul style="list-style-type: none"> Increased participation in after school clubs. Providing pupils with broader experiences in P.E. Providing high quality, specialist teaching. Stronger links to local clubs and centres. Greater sense of local community within children. Promoting healthy lifestyles and the benefits that come with one. 	<ul style="list-style-type: none"> 2 x half-termly after school clubs ran by BVAL (now Active Northumberland) were attended well and proved to be very popular. The dance club did not go ahead due to Active Northumberland change-over. Specialist P.E. Teacher ran the after school clubs described in the report and all were popular. Under specialist coaching from Mrs Robson, the school's tennis squad qualified for The Northumberland School Games for the first time, having won both the local level 2 tournament heats and finals in the Blyth and Bedlington Area. They placed 4th at this grand final event. The school had a very successful sporting year through partnership inter school competition. The tag-rugby team and gymnastics squad were runners up in their local competitions and the football team placed third, having made it to the semi-final stage. Brand new intra school KS2 dodgeball and volleyball house competitions held at school through lunchtime clubs. Celebration assemblies highlighted the benefits of joining local junior teams and clubs and reaping the rewards of being a part of a team of their peers. Links with local sport clubs maintained through signposting on the school's noticeboard and through social media. <p><u>Objectives For 2019-2020</u></p> <ul style="list-style-type: none"> Continue to offer a fully inclusive sports day for all year groups which has been very successful in the past, liaising with the specialist P.E. teacher. Specialist P.E. teacher and P.E. co-ordinator will continue to liaise and plan for opportunities to qualify for The Northumberland School Games in 2020. Continue to promote inter and intra school competition.
Secure a fixture network to increase intra and inter school competition.	<p>- Inter school quadkids tournament set up with a girls and boys team representing the school.</p> <p>Entry to inter school football, tag rugby, tennis, gymnastics, netball and orienteering competitions.</p> <p>- Current, highly successful style of sports day used and organised. Intra school competition held in all year groups.</p>	<p>KS2</p> <p>KS2</p> <p>Whole School</p>	<ul style="list-style-type: none"> Providing pupils with broader experiences in P.E. Provide new life experiences for children. Develop a love for a new sport. Foster teamwork, communication and sportsmanship in children. 	

Ensure high quality participation and involvement with all children.	<ul style="list-style-type: none"> - School sport programme teacher to work in <u>all</u> year groups during P.E. lessons. - Class teachers observe and discuss experiences with school sport programme teacher. - Work closely with class teachers on CPD following staff confidence audit. - Entry to staff CPD courses for NQT's, gymnastics and high quality teaching all made available. 	<p>Whole School</p> <p>Whole School</p> <p>Whole School</p> <p>Teaching Staff</p>	<ul style="list-style-type: none"> • Provide pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Increased confidence in teachers own subject knowledge.
Support primary P.E. curriculum development.	<ul style="list-style-type: none"> - School sport programme teacher to work in <u>all</u> year groups during P.E. lessons. - Class teachers observe and discuss experiences with school sport programme teacher using lesson plans provided. - Liaise with head teacher and P.E. co-ordinator to plan and organise a whole school sports day. - Liaise with P.E. co-ordinator to plan and organise curriculum focus for upcoming terms and the following academic year. - Offer P.E. CPD courses to staff. - Reinforcing cross-curricular links to other areas of the school's curriculum, especially healthy eating, looking after our bodies and maintaining healthy lifestyles. 	<p>Whole School</p> <p>Whole School</p> <p>Whole School</p> <p>Whole school</p> <p>Staff</p> <p>All year groups</p>	<ul style="list-style-type: none"> • Provide pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Increased confidence in teachers own subject knowledge. • Planned opportunities for games, sport, dance, gymnastics, inter school competition and intra school competition. • Fostering children's happiness and well being. • Increasing children's self awareness.

- In a staff audit on P.E. many staff felt buoyed after observing the specialist P.E. teacher teach. They welcomed the opportunity to liaise and discuss strategies and techniques when teaching P.E.
 - In the year prior to the programme starting only 2 staff attended 2 external CPD courses.
 - In the period 2012 - 2019, 23 staff places were accessed on 16 different external CPD courses.
 - With new playground markings in place, staff have resources and experience to lead games and personal best activities at playtimes through the active playtimes resource rota each week.
 - The P.E. Co-ordinator has led training in staff meetings on the Active 30 agenda and continues to liaise with teaching staff with a view to meeting this. The curriculum also shows evidence of fitness and multi-skills units, highlighting the impact that the staff training made and recognising the importance of the recent health and wellbeing agenda. All staff are involved in The Daily Mile and are responsible for promoting it.
- Objectives For 2019-2020
- Achieve maximum possible uptake of external CPD courses.
 - Align specialist teacher sessions with staff areas of perceived weakness.
 - P.E. Co-ordinator to observe P.E. lessons as appropriate.
 - Utilise opportunities to achieve at least 30 minutes of active lesson time each day.

Provide additional opportunities to improve core skills (agility, balance, co-ordination) in pupils starting from an early age.	<ul style="list-style-type: none"> - Plan to introduce, 'Hoopstarz' (hoola-hooping) and, 'Skipping School Ltd' (Skipping) to staff in terms of CPD and children from Year 1 onward. - Explore potential access to extra-curricular opportunities and any competitions or festivals that come with these new areas. - Manage new bespoke equipment and ensure familiarity from pupils and staff including storage options. - P.E. Co-ordinator to liaise with staff to plan curriculum time for core skills opportunities including lesson time to link with growth mindset (Yes I Can). 	Staff KS1 KS2 KS1 KS2 Whole School Whole School	<ul style="list-style-type: none"> • Ensuring an even better, active and healthy start to school life. • Enhancing pupils' physical literacy. • Links to whole school growth mindset drive. • Increased confidence in childrens' own ability. • Providing pupils with high quality teaching delivery. • Inspiring, 'hard to reach' children who would not normally volunteer to join a sporting opportunity. 	<ul style="list-style-type: none"> • 'Hoopstarz' and Skipping festival events were offered to schools in 2018-19 and West End attended all of these, sending classes of children in Years 1, 2 and 3. A skipping festival event in early 2019-20 will be attended by Years 3 and 4. P.E. Co-ordinator to explore further workshops as necessary with the Head Teacher. • In the last academic year, the school has installed brand new yard markings with a focus on active play, a traversing wall with soft rubber crumb flooring, wall mounted basketball boards, bike and scooter stands and a large equipment storage unit. Shelving has also been installed in the unit and staff have been made familiar with the resources inside for P.E. and active playtimes. Pupils are directly involved with supervised retrieval and storage of resources as appropriate.
Inventory and enhance P.E. equipment.	- P.E. Co-ordinator to liaise with Head Teacher to inventory existing P.E. equipment and replace items where necessary with new, improved resources and equipment.	Whole School	<ul style="list-style-type: none"> • Children and staff benefit from the use of higher quality equipment and resources. 	<p><u>Objectives For 2019-2020</u></p> <ul style="list-style-type: none"> • P.E. Co-ordinator to liaise with the Head Teacher to inventory existing P.E. equipment and acquire resources for Years 5 and 6 as appropriate. An exciting curriculum will be written for these year groups and additional equipment and training will no doubt be necessary. • P.E. Co-ordinator to explore forest school and outdoor education opportunities with the Head Teacher.

Summary

- The school will build on the many great successes that came from last year's Primary P.E. Sport Grant and is extremely proud of the children's achievements. All objectives for 2019-2020 that have been displayed in this document will be inputted into the 2019-2020 grant report. Particular focus will be given to the recent health and wellbeing agenda, achieving at least 30 minutes of active lessons each day and future planning for Years 5 and 6 now that West End will be a primary school from September 2020.
- The school's aim is that high quality PE/competition and active sessions will be having a positive impact on the confidence and self-esteem of pupils as well as having a positive effect on attendance and classroom work.

