

Moortown Primary

Primary school PE and sport funding, 2013-14



What is the PE and sport funding?

The government is providing additional funding of £150 million each year to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school. Each school receives £8000, plus £5 per pupil on roll.

<https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/school-pe-and-sport-funding>

How will we invest this at Moortown Primary School?

At Moortown we have developed a provision plan to ensure this funding is invested (rather than 'spent') to maximise the long term impact of our PE provision for pupils and staff. The funding is invested in various ways and the impact of these initiatives is closely monitored through assessment of children's skills, staff and pupil feedback, uptake of clubs etc. At Moortown Primary, we pride ourselves on being a happy and healthy place to learn.

If you would like any further information please contact Mrs Taylor, Health Leader, or Mr Roundtree.

Provision plan, 2013-14

Orange text refers to guidance to Ofsted inspectors; see notes below table.

| initiative | intention | outcomes |
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| Teach gymnastics alongside gym coaches from Temple Newsam gym club (weekly lessons for part of the school year in Reception, Years 1, 2, 3, 5). | Children receive high quality gym lessons; staff observe lessons to improve PE teaching skills and increase their confidence in the area of PE. | Children have benefitted from highly active gym lessons. They have shown a progression of skills developed over a series of lessons. "I know what a tuck jump is and how to do it," commented one Year 1 pupil. Staff have an increased knowledge of gym skills, progression, safety, use of equipment and apparatus in gym lessons. Positive feedback from children in pupil health questionnaires, pupil feedback forms and School Council meetings. 'I like gymnastics because I learn new skills.' ➔ increase in participation rates (1) ➔ improvement in partnership work on physical education (5) A2 |
| Teach dance alongside dance coach, Edward Lynch (weekly lessons for part of the school year in Years 1, 2, 5, 6 and some individual lessons for Year 3 and 4). | Children receive high quality dance lessons; staff observe lessons to improve PE teaching skills and increase their confidence. | Children have enjoyed very active dance lessons. Positive feedback from children in pupil health questionnaires, pupil feedback forms and School Council meetings. 'Before dance I knew I was rubbish and couldn't dance. Then I could do it and was confident. Now I am really confident,' commented one Year 6 pupil. Pupils are more aware of dance vocabulary and have developed more confidence in expression. These lessons led to a popular after-school dance club led by EL. Staff have an increased knowledge of dance skills and actions, progression and using a stimulus to create a dance sequence. ➔ increase in participation rates (1) ➔ improvement in partnership work on physical education (5) ➔ links with other subjects that contribute to pupils' overall achievement and their greater SMSC skills (6) A2 |

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| Staff training in dance with dance coach, Edward Lynch. | Staff receive high quality training to inform their teaching. | Staff feel more confident in aspects of dance through practical training; PE policy has been added to with notes on high quality dance teaching. ➔ improvement in partnership work on physical education (5) A5 |
| Employ directly a sports coach specialist (Mr Catherall) to plan, teach and assess sports alongside class teachers (from September 2013, working alongside Years 1 - 6). | Children receive high quality sports lessons delivered by a sports specialist; staff receive high quality training through co-teaching to assess children and improve skill development. | Children have benefitted from sports lessons which are even more active than before. They have made more rapid progress in sports skills. Pupils report how enjoyable the lessons are with positive feedback from children in pupil health questionnaires, pupil feedback forms and School Council meetings. 'The lessons are fun while learning skills,' said a Year 6 pupil. 'PE is good fun and Mr Catherall is an excellent PE teacher.' Staff have an increased knowledge of sports skills and games to transfer to different sports. They have improved skills in assessment and planning. ➔ increase in participation rates (1) ➔ increase and success in competitive school sports (long term aim; 2) ➔ growth in the range of traditional and alternative sporting activities (4) A1/2, A4, A6, A25 |
| Staff training in dodgeball (two members of support staff, October 2013). | Develop the sport of dodgeball in school (including after-school clubs), and the skills of dodgeball which are transferrable to other sports. | Skills and games subsequently used in PE lessons and after-school club. ➔ growth in the range of traditional and alternative sporting activities (4) ➔ improvement in partnership work on physical education (5) A4, A5 |
| Fully subsidise variety of physical activity after-school clubs (Spring term 2014 onwards) | Increase participation in after-school clubs which involve physical activity. | Across the clubs, take-up has increased on average by 100%. Furthermore, take-up of other clubs has also increased, which may be due to increased interest in the clubs overall. Positive pupil feedback from School Council meetings, pupil feedback forms and pupil health questionnaires. 'All the sport and after-school clubs offered has been a positive improvement. My children are really enjoying sports at school now.' Parent feedback form, July 2014. ➔ increase in participation rates (1) ➔ increase and success in competitive school sports (long term aim; 2) ➔ growth in the range of traditional and alternative sporting activities (4) ➔ improvement in partnership work on physical education (5) A12, A13, A22 |
| Sports-themed day (November 2013 as part of a school training day when school would otherwise have been closed to pupils). | Increase opportunities for participation and local competitions. | 20% of Year 5 and Year 6 children attended and developed skills in new sports, as well as attending a local cross-country competition. ➔ increase in participation rates (1) ➔ increase and success in competitive school sports (long term aim; 2) ➔ growth in the range of traditional and alternative sporting activities (4) A12, A22 |
| Year 5 and Year 6 pupils receive RFU (Rugby Football Union) sports leader training with Mr Catherall. | Pupils to lead play activities during lunchtime. | More children to be physically active at lunchtime. Leaders gain responsibility and confidence. This will be backed up by work with a local secondary school. 'My proudest moment was becoming a sports leader,' commented a Year 5 pupil. ➔ increase in participation rates (1) ➔ improvement in partnership work on physical education (5) A23 |
| Mr Catherall and staff to organise | Increase in participation in competitive | Competition tracker reveals 39% KS2 children have taken part in local |

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| participation in local competitions. | school sports. | competitions/fixtures including football, tag rugby, netball and tennis. For 2014-2015, after-school clubs to be planned with consideration to upcoming local competitions. ➔increase in participation rates (1) ➔increase and success in competitive school sports (long term aim; 2) ➔growth in the range of traditional and alternative sporting activities (4) A6 |
| Local sports partnership with Roundhay School. | Children can access a variety of initiatives, for example Bronze Ambassador playground leader training and 'Come and Try' sporting events. | Four Year 5 children took part in playground leaders course; after the training, feedback was really positive: 'I really enjoyed the day and it was a great opportunity to learn how to become a leader... I am going to try to become more confident and get people at school to join in with more sport and other activities.' This will strengthen our own sports leadership development. Take up rate for 'Come and Try' events (Spring term 2014) is over 20%. The partnership is being developed so it's too early to talk about outcomes for some of the other planned initiatives. We are confident this partnership will have positive outcomes in the future, especially increasing participation in local sports events. ➔increase and success in competitive school sports (long term aim; 2) ➔how much more inclusive the physical education curriculum has become (3) ➔growth in the range of traditional and alternative sporting activities (4) ➔improvement in partnership work on physical education (5) A28, A17 |
| Work with external companies to provide additional physical activities - yoga, anti-bullying dance workshops (http://www.flexdanceinc.co.uk/), skateboarding, ice skating and bike safety. | Staff and children access and engage in different physical activities. Links are made with local companies. | A wider range of physical activities is enjoyed by everybody in school. ➔how much more inclusive the physical education curriculum has become (3) ➔growth in the range of traditional and alternative sporting activities (4) ➔improvement in partnership work on physical education (5) ➔links with other subjects that contribute to pupils' overall achievement and their greater SMSC skills (6) A12, A22 |
| In response to requests via our school council, new football goalposts have been purchased. | Improved provision to assist with rules of football. | Already a popular playtime activity in school, now pupils have access to goalposts for curriculum PE and playtime and lunchtime football, meaning it is even more popular. Timetables are in place to organise this use. ➔increase in participation rates (1) |

Ofsted directs inspectors to consider the impact of the funding on pupils' lifestyles and physical wellbeing by taking account of the following factors (as listed in *Subsidiary guidance: Supporting the inspection of maintained schools and academies Ofsted, January 2014; reference no: 110166*)

- 1. the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics**
- 2. the increase and success in competitive school sports**
- 3. how much more inclusive the physical education curriculum has become**
- 4. the growth in the range of traditional and alternative sporting activities**
- 5. the improvement in partnership work on physical education with other schools and other local partners**
- 6. links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills**
- 7. the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health**

NB In addition to the guidance for Ofsted inspectors, ten of the **25 examples of effective practice** (as listed by in *Inspecting primary school PE and school sport: new funding, Ofsted, September 2013*) match initiatives we have invested in.

Future plans include:

- ✕✕ Introducing the sport of tchoukball with staff training, co-teaching with Mr Catherall and new equipment (addresses point 4, above)
- ✕✕ Additional 'catch up' swimming in Y4-Y6 to ensure all children are able to swim at least 25m by the time they leave school (addresses range of points above)
- ✕✕ Opportunities to try sports with an element of risk during Staying Safe week (July 2014) (addresses point 4)
- ✕✕ Skipping day and training for lunchtime supervisors (addresses points 1, 3)
- ✕✕ Revised curriculum, to meet new National Curriculum (2014), will see even greater focus on health (addresses points 6, 7)