

Sports Premium



Physical Education in Ottery St Mary Primary School

Coordinator - Mr Pike



Sports premium money has contributed in many different ways throughout the whole school. There have been positive impacts on the curriculum and quality of teaching, resources, gifted and talent, school partnerships but we feel as a school that the biggest impact has been on child participation and attitude towards sport.

PARTICIPATION AND ATTITUDE

- **Sporting participation has dramatically increased** and continues to do so and there seems to be a trend where increasing numbers of children each year are taking part in sport
- Whole school approach to timetable at least 1 indoor PE session, 1 outdoor session and a swimming session per week plus lunchtime and afterschool clubs which includes a wide variety of sports including gymnastics, yoga, parkour to dance, dodgeball and many others
- Children are taking part in more **clubs in school. This is a huge variety of sports which are aimed at all age ranges**
- Children are taking up and attending more clubs linked with kings, which allows children to take part in sports/clubs which might not be available in school.
- Links through the school with **local clubs** have meant more children are participating in more higher level sports outside of school (football, cricket, rugby, golf)
- **Kings sports partnership** has really developed in the last few years and has made huge impacts on whole school participation and involvement (Yr2-6)

- **Kings events** have the capacity to operate at **level 2 and 3** which has increased opportunities for more able while still accommodating less able and SEN
- **Inter schools competitions** have dramatically increased. PE coordinator and sports leaders have been able to incorporate more opportunities, more sports and stretched it to include the whole school (foundation - yr6) it feels like the children in the school have a new lease of life towards competition and sport within the school environment.
- Other whole school events can include **sports day** and **celebration of dance**
- **Sports leaders'** enthusiasm has greatly increased. They are now encouraging younger children not to just get involved in lunchtime activities but to strive to become a sports leader themselves. The current Yr5 are already asking when they can apply to become sports leaders for next year. We looking at sports leaders and playground leaders to take even more responsibility next year.
- Playground leaders/ sports leaders have also been able to impact the whole school by working with KS1 as well as KS2 at lunchtimes (**Playground leaders training - kings has supported this**)
- **Fun Fit** - Staff have been trained in fun fit. Specifically working with children with fine and gross motor skills, self esteem issues and confidence. This has impacted children in a sporting capacity as well as an academic one in class. Improving balance, coordination, confidence and much more.
- **SEN** - A whole school impact on participation can easily include SEN children. These children who may find sport a difficult challenge have been given opportunities to take part in sporting events in and out of school. Children with behaviour difficulties, hearing impaired to children with Down syndrome.

This also includes the opportunities for those SEN children who excel in sport but aren't given the opportunities to prove that because of their disability.

Clubs and participation in school and outside

School clubs

Football club - Yr3/4 - 32 children (Autumn and Spring Term)

Netball Club - Yr5/6 - 12 children

Bowls Club - Yr3/4 - 8 children x2 a week

Rounder's club - Yr6 - 10 children (summer Term)

Football Leagues/club - Yr6 - 16-18 children

Cross Country - KS2 -20 children

Fitness Club - KS2 - (Lunchtimes) 15 - 40 children

Biathlon Club - Yr5/6 - 25 children

Cyclo training club - 8 children

Kings Clubs

Cross Country - Yr4/5/6 - (Autumn and Spring) -28 children

Hockey Club - Yr4/5/6 - (Autumn Term) - 24 children

Dance Club (Zumba) - Yr5/6 - (Autumn Term) - 5 children

Basketball club - Yr4/5/6 - (spring Term) - 10 children

Cheerleading - Yr3/4 - (spring Term) - 5 children

Dance (Street) - Yr3/4 - (spring Term) - 5 children

Tennis - Yr4/5/6 - (Summer Term) - 10-15 children

Accolades for 2015-16

Cross Country Event - boys 4th, 6th and 10th

- Girls 4th, 9th and 10th

Yr6 Sports hall Athletics -

All 3 trophies won - Premier, championship and fair play

Top 3 - Qualified for East Devon partnership and Devon school games (Level 3)

Yr6 Hockey - Premiership Team won - Qualified for East Devon partnership and Devon school games (Level 3)

- Championship side won their event (No higher level available)

Yr6 Tag Rugby - Championship side won their event (No higher level available)

Yr 4 Orienteering - Yr4 came joint 2nd in the premiership race(No higher level available)

Yr4 Quad Kids Athletics - Premiership team came 2nd

- Championship won their competition

- Fair play event Ottery won all 3 top places

Yr5/6 Cyclo Cross - 2 Boys won their event and placed 1st and 2nd

- Girls both placed joint 2nd
- Team Event placed 2nd

Yr5/6 Aquathlon - Team overall finished 5th and 7th

Accolades for 2016-17 - present

Year 6 sports hall athletics - Premiership team won the event at kings qualifying for East Devon school games (Level 3)
Coming 5th overall

Year 6 Quad kids' athletics - Premiership team won the event at kings qualifying for East Devon school games (Level 3)
Coming 6th overall

Year 4 Quad kids' athletics - Premiership team won the event at kings qualifying for East Devon school games (Level 3)
Coming 1st overall - Champions of East Devon

Year 3/4 cross country - Girls won the kings event as individual and team - qualifying for East Devon school games (Level 3)

Individual success and came 8th as a team (great achievement for the girls)

Year 5/6 Cyclo cross- 10 teams entered out of 15 - won all 3 top spots

Year 6 Tag Rugby - qualifying for East Devon school games (Level 3)
Reached quarter finals

	What was happening in 2015	Impact during 2015-16	Impact of 2016-17 so far
PE curriculum	<p>A lack of a PE scheme of work meant that PE teaching was not progressive and children limited access to a broad PE curriculum.</p> <p>Curriculum planning and lesson were approached in different ways depending on the teacher and their confidence levels</p> <p>A lack of confidence and understanding of how to approach new curriculum</p>	<p>Teachers are beginning to create an imaginative, stimulating and inclusive PE curriculum.</p> <p>All year groups have an outdoor PE lesson once a week as well as an indoor one. This has enabled children to develop their outdoor PE skills effectively. This also includes a swimming session once a week depending on time of year)</p> <p>Positive impact on PE co-ordinator attending PE forums/meetings and training. The leader has ensured PE has remained high on the school agenda.</p> <p>Increased subject knowledge for teachers through professional development.</p> <p>Structured play (break and Lunch) has increased enjoyment, improved behaviour and has led to low level disruption with children coming into the classroom quietly and ready for learning.</p> <p>Sports leaders have taken opportunities to lead activities</p>	<p>Teacher's subject knowledge and understanding of the curriculum has allowed for a clear progression of Sport throughout the school.</p> <ul style="list-style-type: none"> - Foundation using leap into life to development basic movements - KS1 developing more complex movements in the whole body and teaching basic skills - LKS2 – introducing more complex skills and applying them to small games situations - UKS2 – Applying skills in a range of sports (individual and team) thinking about tactics and strategies <p>This has ensured that children have access to a progressive and broad PE curriculum which may develop further afield for some children</p> <p>Sports leader activities have allowed children to be physically and purposefully active and remain active for sustained periods. (Increased support and guidance for sports leaders and resources has accommodate this)</p> <p>Swimming has more of an impact through the employment of a professional swim coach who</p>

			can target children and groups in each year group.
Quality of teaching	<p>Teaching of PE was generally Requires Good. This is due to CPD training and interest in sport from the teaching staff</p> <p>Some adults lack confidence in this area of the curriculum.</p> <p>Limited knowledge of resources leads to poor use of the equipment and at times some of it not being used.</p>	<p>Teaching of PE is good. (Heather Little) and outside agencies/professional leading PE sessions. (Exeter Chiefs, Alex)</p> <p>Teachers are more enthusiastic during PE lessons.</p> <p>Sports coaches have worked with teachers, which has allowed teachers to develop their PE teaching and become better equipped to teach the children. (Hockey, Tennis, Cricket)</p> <p>This has led to more competent and confident teachers.</p> <p>Increased capacity and sustainability within the teaching staff.</p> <p>Standards in PE have improved as evidenced in PE teaching and learning observations. (more of this to happen in future)</p> <p>Boys and girls of all ages, abilities and interests have acquired new knowledge and skills exceptionally well and developed an in-depth understanding of PE and sport.</p>	<p>Teaching of PE is now good and outstanding. This is due to effective CPD sessions and all teachers in the school observing the PE lead practitioner.</p> <p>Heather little (Kings) continues to provide valuable CPD training across the school. (focus on Dance this year)</p> <p>Teachers now enthuse, motivate and inspire children to achieve their very best. Teachers are becoming more skilled in specific sporting areas This could be utilised across the school.</p> <p>Improved standards in PE. Teachers having higher expectations and pushing G+T performers while supporting less able.</p> <p>Female teachers and staff becoming more active and being good role models for the Girls to follow.</p> <p>Teachers are about to plan for and aim sessions at specific groups. Encouraging girls to take part as well as boys to try a range of sports (not just football)</p>

		<p>Positive attitudes to health and wellbeing and improved pupil attitudes to PE.</p> <p>Girls being targeted by teachers and PE co-ordinators as a need to improve</p>	
Resources	<p>Good range of resources in the school but lack of storage area, constant misuse (breakages) and lack of knowledge of how to use or when to use some equipment.</p>	<p>Much higher quality of equipment has been purchased.</p> <p>PE shed has been fixed and improved to keep the equipment fresh.</p> <p>Adults/Children/Sports leaders taking more of an active role to keep equipment stored properly so that it last longer.</p> <p>Purchasing specialist equipment and teaching resources has enabled the school to have fully inclusive equipment.</p> <p>Fun fit equipment for specific groups of children</p> <p>Metal goal posts for longevity and better quality as plastic posts have broken and could be health risk</p>	<p>There is a wide range of equipment available to the whole school to use in their PE lessons. This includes rarely used (specialist) equipment such as golf, volleyball and table tennis, which is now made available.</p> <p>Lunchtime resources have been invested in heavily, allowing sports leaders to develop and tailor activities for specific children and year groups.</p> <p>Children and adults encouraged to take more of an active role in keeping this equipment well maintained</p> <p>Audit of resources and purchasing new ones has allowed teachers to teach lessons to a high quality, keeping children motivated.</p> <p>The purchase of more fun fit equipment has made this area much more popular among children and staff.</p>
Participation rates and children's attitudes towards sport	<p>Limited participation lack of encouragement for clubs and sporting events.</p> <p>Push from parents, staff and each other</p>	<p>Sporting participation has increased</p> <p>Children are taking part in more clubs in school (football, netball, swimming, cycling and others)</p>	<p>Participation in sport has continued and this is now stretching across a huge variety of different sports and clubs.</p> <p>Extra-curricular Sports clubs within school have</p>

	<p>to take part in physical activity was lacking</p> <p>Kings events lacked enthusiasm from teachers and staff at times</p>	<p>Also links through school to local clubs and increased participation at higher levels outside of school.</p> <p>Kings events have given the whole school participation a boost.</p> <p>House competitions – Whole school participation. Children have taken part in more. This organised by PE co-ordinators. Football, hockey, tag Rugby, netball, cross country, sports day and celebration of dance</p>	<p>become [popular and children attending these has increased, especially girl participation (cross country being a big one).</p> <p>We can only hope that this leads to children joining clubs outside of school. Some of these include running clubs, cricket, rugby, and gymnastics.</p> <p>Kings events - Every child from yr2 to yr6 has taken part in at least one competitive event this year.</p> <p>Some have even won competitions and gone onto higher level comps.</p> <p>Sports leaders and house captains have taken a huge role and now have more ownership for whole school house competitions focusing on football and hockey, rugby and netball and skipping events as promoting cycling through the Tour of Britain.</p> <p>We have put a lot of hard work and time into improving girl's participation and this has been a huge success.</p> <p>Sports/play leader roles consist of 50% girls</p> <p>Girls cross country had twice as many entrants than last year. Going on to win individually and as a year3/4 team in the local community.</p> <p>Progressing to the Devon games they did extremely well.</p>
<p>Gifted and talented</p>	<p>Limited identification of children with sporting talent</p>	<p>Children identified on the Talented register. For a wide range of sports.</p>	<p>Using outside agencies and skilled teachers within the school has supported GT children to</p>

provision	Teachers unable to push/challenge children to G+T level within their lessons	Needs catered for as evidenced in planning and through after school clubs.	<p>continue to progress in specific sports.</p> <p>Teacher's confidence has increased through training and guidance. Therefore giving them the tools to challenge these children.</p> <p>We need to continue to provide more opportunities to meet these children's needs during lessons as well as extra-curricular.</p>
After school clubs	Limited after school clubs.	The school now offers more after school clubs and is continuing to develop this area even further. Football, netball, cross country, and many more.	<p>The school continues to offer a wide range of active/sporting clubs which the children can attend. This even includes well planned timetabling so that children can attend multiple clubs.</p> <p>Other clubs such as gardening, bikeability and dance/drama have come about through the enthusiasm of the other clubs.</p> <p>This is even beginning to widen to cycling, and swimming which is very popular amongst the children.</p> <p>Participation in certain clubs has dramatically increased in numbers meaning that as a school the percentage of active children continues to grow.</p>
School partnerships	Local community	<p>The local and wider community links with other schools through King's has continued to grow.</p> <p>We are now involved in more after school and during school events with the</p>	Our strong links with Kings has meant that we have been able to encourage more children to take part in clubs and sporting opportunities that might not always be available in a primary school.

		<p>local schools and even spread further a field at times. This has been developed further through the enthusiasm and effort of PE co-coordinator and other staff.</p>	<p>These include:</p> <ul style="list-style-type: none"> - Dance and cheerleading - Hockey - Handball - Tennis - GIRLS can club - And many more <p>These clubs are led by sports specific and qualified teachers and coaches</p>
Lettings	Limited lettings	<p>The school has increased its lettings for the sports hall during the evenings and weekends. This has enabled children in the school and community to have access to a range of sports.</p> <p>Future plans have been discussed to let out the swimming pool which will give children from the school and other people access to this great facility.</p> <p>Money from this can go towards school improvements including the sporting side of it .</p>	<p>Continued discussion and plans to develop the pool area, creating roof to allow all year round usage.</p> <p>Hall/dance studio and other areas of the school continue to be used by outside agencies, thus generating revenue for the school.</p>

Action Plan for 2015-16

Increased participation and attitudes towards sport – continue to encourage active lifestyles through taking part in variety of sporting opportunities.

Whole school clubs – provide children with more opportunities to attend more clubs including a variety.

Teaching and timetabling – Provide good quality teaching of PE through CPD training for teachers and carefully timetabling PE sessions to ensure children are given sufficient PE time weekly.

Action Plan for 2016-17

Increase participation of girl's participation – Target girls to become more active and take part in more sports

Sports/play leader roles (children) – A strong push to develop and nurture leadership roles in year 6. Give children more training and responsibility to lead activities and events across the whole school.

Action Plan for 2017-18

KS1 sports provision – target active and sport involvement of younger children in the school through sporting opportunities and role models in the school. This can include investing in more KS1 Specific resources.

Planned opportunities to develop team teaching across year groups and key stages - This means that we aim to utilise teacher skills in specific sports to maximise and encourage outstanding teaching. CPD opportunities can be developed through observing other teachers as well as outside agencies supporting.

This will also link closely to developing G and T children in the school and providing opportunities for teachers to support SEN in sport.

Summary of impact made in 2015-16

- All teachers have taken opportunities to observe outstanding PE teaching thus developing own PE teaching further. (Outside agencies and sports specific professionals are included in this)
- Hiring high quality sports coaches to lead on specific aspects of the curriculum. This has provided excellent CPD for our teachers. Heather Little (kings), Exeter Chiefs, Alex (Ottery Cricket) and Exeter City FC. CPD training for teachers needs to continue to really challenge children in sport.
- Careful timetabling has ensured all children have an indoor as well as outdoor PE session per week, thus developing different PE skills. (Whole school active physical education – 2 hours per week)
- Close collaboration with the local schools has ensured inter school tournaments happen regularly, thus developing children's competitive skills and taking part in higher level competition (Kings Link)
- Purchasing a range of resources such as footballs and other balls, hula hoops, skipping ropes during playtimes and lunchtimes has kept children engaged and fully active. With the assistance of sports leaders (further link to a health and active school).
- All children enjoy PE lessons and understand the importance of keeping healthy.
- Purchasing suitable PE equipment to offer access to the curriculum and looking after what we have already has meant we have a broad PE curriculum

Summary of impact made in 2016-17

- All children enjoy PE lessons and understand the importance of keeping healthy. Children have been given a wide range of opportunities to take part in and experience a wide range of different sports through lessons, house competitions, charity events and clubs.
- **Swimming** – a huge amount of time, hard work and money has been put in to the provision of swimming. We are now in a position where we can really utilise a fantastic resource such as the swimming pool. Children are now receiving professional, qualified swimming lessons on a weekly basis. This has meant that children are not only water confident but they are now being challenged at all levels whether they are a weak swimmer, a year 6 swimmer who needs to be able to pass their 25m to the most confident swimmers who range across many year groups. Investing in swimming coaches has meant that we can provide for all groups. This means that all children are being taught swimming at different levels and at different speeds, catering for all needs and abilities across the whole school.
- **Girls** have become much more active and their participation in sport has hugely increased. Girls have been given opportunities to take part in more sports this year in and out of school. Some clubs even limited to girls only. Girls have attended clubs at school such as netball, football and others. They have also experienced other sports at kings such as cheerleading, hockey and cross country which they exceeded expectation and won. Also moving onto representing the school in the Devon games in cross country running; a great achievement.
- **Sports/Play leader programme** - This has really progressed and improved this year. We have been able to focus on improving this element of leadership in year 6. The leaders consist of over half the year 6 children (50% being girls) in the year group. They have gone through training in school and at kings; providing them with the tools to play a vital role in our schools sporting provision.

The leadership roles have given the children responsibility, allowed them to develop their own sporting skills as well as leadership skills and also given them a sense of pride that they are able to provide children (KS1 and 2) the opportunities to be active at lunchtimes while having fun playing sports/games and for some staying out of trouble.

The leaders have continued to challenge themselves to create new activities and ways of using the equipment. They have worked extremely hard to provide these opportunities for the other children and have set a fantastic example for other children to follow. They have become excellent role models in the school and really encourage and enthuse children become active.

The legacy of this can now role over to next year where the current leaders will be encouraging the year 5 children to take their place. This will also involve them training up the new children and guiding them in the right direction for next year. What is also great is the fact that these children will now move onto high school and most likely go in the direction sport and leadership there (great ambassadors for our school).

- **PE resources** have continued to be good and provide teachers with equipment needed to effectively teach and develop children's skills in PE. New resources which were specifically aimed at lunchtimes have allowed the leaders to provide a range of activities for both key stages.
- **CPD** training for teachers has continued to improve subject knowledge and confidence but needs to continue to stay up to date and relevant.
- Sporting opportunities in school and at Kings continues to improve each year. Providing new and interesting activities and sports. These included sport for all and also allowing high achievers to compete in competitions at higher levels including Devon school games.
- **OVERALL** – the children have been provided with a huge amount of opportunities to be active and sporty at all levels and in all types of sports through the provision and teaching that goes on in the and out of the schools. The impact of this is endless and something to be proud of.