

## **Primary PE and Sport Premium Grant 2014-2015**

This grant is a government-funded payment aimed at improving and increasing the provision of P.E. in schools across the country. We recognise the contribution of P.E. to the health and well-being of our children. We also believe that an innovative, varied P.E. curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

**In 2014-2015, our P.E. Grant is £8649.**

<b>How money has been spent/will be spent this year</b>	<b>Impact of the grant on pupils' P.E. and sport participation and attainment</b>	<b>Sustaining each improvement</b>
<p><b>Training course for MMSs in order to provide ideas for expanding pupils' positive and active experiences at lunchtimes:</b></p> <ul style="list-style-type: none"> <li>• <b>£300</b></li> </ul>	<p>This is the start of a big drive to revive, refresh and re-activate lunchtimes, despite our limited space and resources. This has created the organisation of varying, daily activities, initially led and organised by MMSs, which give pupils more active lunchtimes without removing from them the right to select their means of spending their free time. There has been a big surge in children taking part in the kinds of games and activities which have got them moving and raising their heart rates.</p>	<p>As stated, this is a start to a major drive, one which features in the School Plan, emphasising its importance to us as a school. It will be sustained by the introduction of a wider variety of equipment, the training of staff and pupils in the organisation and management of a variety of games and activities, the training of children to participate fairly and by making maximum effort, the start of "crazes" and specials. Our expectations of MMSs as play-leaders will also shape future interviews and appointments as we value creativity and personal commitment.</p>
<p><b>Hiring and deployment of a fitness coach to run Wake and Shake fitness sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>£836.25 (for Breakfast Club fitness sessions)</b></li> </ul>	<p>Breakfast Club Wake and Shake sessions boosted Friday Breakfast Club attendance slightly with 60% + of attendees taking part in fitness sessions. Children involved fully engaged in start of school day. Children across the school trained in cardio-vascular exercise aimed at raising and</p>	<p>We intend to repeat this investment next year when the heat has died away and, in particular, with the aim of more dramatically raising both Breakfast Club membership and take-up of the Wake and Shake sessions. We view this as a springboard to a more fitness-orientated P.E.</p>

	maintaining heart rates and breathing rates, promoting fitness.	curriculum in the near future.
<b>Purchasing additional school-based resources, in use during lunchtime activities:</b> <ul style="list-style-type: none"> <li>• £848.20 (including stopwatches, skipping ropes, flexibeams, pop-up cones, tennis nets, speed bounce mats).</li> </ul>	Lunchtime activities better organised by staff, actively encouraging pupils to participate in small-team games and undertake active individual age-related challenges (e.g. through skipping). Very positive initial take-up by children of all age groups and both genders.	Initial take up waned a little, identifying how we as a school need to ensure that interest is maintained through regular innovation and variation along with keeping staff commitment up. We will be looking to take this a few steps further next year, gradually creating and embedding a culture which expects children to be “sports-active” at lunchtimes.
<b>Hiring and deployment of a hockey coach:</b> <ul style="list-style-type: none"> <li>• £505.11</li> </ul>	Large take-up in targeted age-range, with club attendance having to be limited due to space demands on current site. Increased percentage of older children actively pursuing opportunities to pursue hockey as an out-of-school as well as in-school pursuit.	A small number of teaching staff now trained in order to maintain teaching quality.
<b>Skip 2 B Fit workshop crew hired and deployed throughout the school:</b> <ul style="list-style-type: none"> <li>• £620</li> </ul>	Beyond the initial day-long workshop, there was a very high take-up of skipping not only within multi-skills P.E. lessons but also as a highly-favoured break and lunchtime activity. It appeals to the boys as well as to the girls. Many staff members are regularly incorporating skipping activities into warm-ups.	We have used this workshop as a stimulus in the past and we have found that making it a central plank of a term approximately every three years has been beneficial. We are aware, however, that simply <i>maintaining</i> provision through use of the grant is not enough. For sustaining purposes, we have been experimenting with combining the rhythmic nature of the activity with Shake and Wake style activities, set to music and making links between the coordination it develops with elements of rhythmic

		gymnastics. There have been some moves too to make skipping a standard warm-up activity before participation in small team games.
<p><b>Hiring and deployment of football coaching services for both lessons (Gillingham Football Club) and for an after-school club (Borden Grammar):</b></p> <ul style="list-style-type: none"> <li>• £1275</li> </ul> <p><b>Access to the Borden “Basic sport and healthy lifestyle” package, giving the school access to events such as Sports Hall Athletics, competitions etc.:</b></p> <ul style="list-style-type: none"> <li>• £1000</li> </ul>	<p>This proved at times to be a disappointingly disjointed experience as it was difficult to ensure that the Gillingham employees would be sufficiently-regular attendees and to arrange sessions which enhanced the school’s timetable rather than troubled it. The Gillingham aspect was ultimately not renewed, though the use of staff and boys from Borden Grammar was more successful and helped re-invigorate football at the school beyond the limited lunchtime kickabouts. The Sports Hall Athletics programme has proved very popular and we have a very wide take up for all events, there being strong competition to take places in each year group team each season. Events in the same style have been brought into autumn and summer athletics lessons across year groups and have been incorporated into Sports Day competition.</p>	<p>Sustaining football has been made a little more manageable through access to coaching staff, but the irregularity of the service means that we are still short of having anything like trained staff. If it is believed that football should become a mainstay of the curriculum, we will need to attempt to imbue more staff with confidence in the future.</p> <p>The athletics programme is swiftly becoming a natural part of practice for all staff. Sustaining it within the teaching and learning programme will be instinctive, but next steps will need gradually to combine the types of competition: with the self and with others. Children repeatedly re-learn in new contexts and see modelled the idea of time/count, analyse performance, attempt to enhance and we think these are essential skills which we can apply throughout the curriculum, changing the focus and the precise details to suit different sporting disciplines or subjects.</p>
<p><b>Buy-in to Balanceability equipment, especially aimed at promoting early balance, for use in EYFS (and beyond as appropriate):</b></p>	<p>Up to 70% of the children with less-pronounced balance abilities made significant progress using, amongst other equipment,</p>	<p>Being aimed primarily at the new arrivals at the school each year, sustaining use of the balance bikes is unusually typified by</p>

<ul style="list-style-type: none"> <li>• <b>£1416</b></li> </ul>	<p>the balance bikes, all of those children gaining sufficient balance to ride. They also enhanced their risk-taking skills as they coped with corners and curves and changes in speed. All children gained from the practical gross motor and fine motor coordination skills being further defined in context.</p>	<p>repetition. However the use of the Podelly equipment can be sustained by the children and the practitioners' creativity as the system lends itself to wide-ranging uses which shift and develop as the children grow, challenging them to be problem-solvers and to strategise their responses.</p>
<p><b>Investment in table tennis equipment for break and lunch-time use:</b></p> <ul style="list-style-type: none"> <li>• <b>£682</b></li> </ul>	<p>This has become a great favourite, its favour enduring long beyond the appeal of the shiny. Children naturally form teams and set simple rule patterns against which they judge themselves very fairly. Hand-eye co-ordination skills have become more pronounced for many regular participants, there being increased precision visible in other ball and racquet/stick sports as they have become increasingly focused on watching the ball onto the bat whilst independently moving the latter.</p>	<p>We feel the improvements made here could be enhanced not only by the acquiring of more tables in order to duplicate and spread the experience, but also by capitalising on the hand-eye coordination synthesis which has been achieved through a focus on throwing and catching skills, for which the school's P.E. coordinator has already worked out a differentiated programme of skills and tasks. Passing skills might also be made a focus within small team games across the school in order further to enhance what access to a table tennis table has brought to many for the first time, whilst also serving as an additional active break and lunchtime choice.</p>
<p><b>Further investment in ipads in order to ensure that they are available for each class in order to film and analyse P.E. tasks and performances:</b></p> <ul style="list-style-type: none"> <li>• <b>£1400</b></li> </ul>	<p>The impact here has been more about regular enablement rather than something wholly new. The children are already used to filming with an ipad and analysing the results, but they have had limited personal access having so few such devices in the</p>	<p>Sustaining here is about both breadth and depth – expanding the range of sporting activity which can be usefully analysed but also bringing suitable apps into play which can offer pupils measurements which can become an increased part of the refinement of their</p>

	<p>school. They have already proved how closely they can observe movement in order to dissect its structure, function and effectiveness, but have had to do this usually in a class capacity. Being able to share an ipad and record and discuss a partner's degree of success in execution has already significantly enhanced the analysis of performance in gymnastics, dance and athletics, leading to additional improvements and accomplishments for the individual.</p>	<p>performances. We don't, in any way of course, wish to lose the full on physical nature of P.E. lessons by building in an <i>excess</i> of reflective time in which the technological wonders of an ipad take on an importance or a focus which should be reserved for physical activity promoting fitness and well-being, but we should explore app creativity to find ways which will enhance our children's understanding.</p>
<p><b><u>Total as of 19/03/15:</u></b> <b>£8882.56 has been spent</b></p>		
<p><b><u>Remaining to be allocated/spent as of 19/03/15:</u></b> <b>£0</b></p>		