

## **Impact Statement: PE Premium 2017/18 Our Lady and St Joseph's Catholic Primary School**

Specialist PE Teacher: Mrs S. Speight. B.Ed. (Hons)

### **What have been the initiatives developed and what impact have they had?**

#### **The Initiatives**

Mrs Suzie Speight has been employed for four afternoons each week including lunchtime provision. One extra - curricular after school club has been delivered each week and school teams have been managed. This has facilitated the following initiatives to be continued/ introduced building on the success from 2017/18.

Initiatives that have been continued/ developed further:

- Design and implementation of a whole school PE curriculum programme.
- High quality PE lessons across all year groups from F2 to Y6 on a weekly basis.
- Development of cross curricular links.
- Staff CPD and the production/implementation of high quality teaching and learning materials and resources.
- Continued development of Sports Leaders in Year 5 and 6.
- Continued and consolidated increased participation particularly by girls in extra - curricular activities.
- Quality, well organised and planned PE and sport experiences at lunchtime.
- Maximising participation in the competition structure both at intra and inter school levels, and the engagement in non 'School Games' formats.
- Audit and ongoing monitoring and maintenance of PE equipment in both KS1 and KS2 areas.
- High profile PE and School Sport notice board developed and maintained.
- Contribution and enrichment to the wider school community.

New initiatives for 2017/18

- Resurfacing of both yard areas with bespoke markings.
- Development of the whole school objective relating to using educational rubric within the PE curriculum.
- Introduction of a Health, fitness and wellbeing module for KS2.
- Development and introduction of formal assessment and reporting at KS1 and KS2.

#### **The Impact**

**School Games Mark Awarded: TBC**

## **Design and implementation of a whole school PE curriculum programme.**

### Impact:

- Progression both within and between year groups and Key stages is optimised with careful planning ensuring a wide and balanced PE curriculum is delivered in line with National Curriculum recommendations.
- Engagement in wider opportunities is optimised with pupils prepared for events well.
  
- Activities are not repeated unnecessarily and for example when looking at invasion games football does not become dominating at the expense of other activities such as basketball, yet common learning objectives can be developed across this programme such as principles of play using the 'activity' as the 'vehicle' for learning to take place.
- Pupils become more able to make links and develop strategic autonomy rather than simply replicating skills.
- Engagement is enhanced as learning is kept fresh with new activities yet building blocks from previous learning are reinforced and developed in line with increased abilities as pupils develop both mentally, socially, emotionally and physically.
- Support for the wider enrichment opportunities is embedded in the planning ensuring that curricular and extra- curricular become mutually beneficial and the pupils are in a prepared state for competitions and performances. This was evidenced in the very successful KS1 performance 'Christmas with the Aliens' with the dance work produced.

## **High quality PE lessons across all year groups from F2 to Y6 on a weekly basis.**

All year groups receive a minimum of one PE lesson each week from a fully qualified and experienced, specialist PE teacher (Mrs Speight). This is embedded and continuous from year to year.

### Impact:

- Increased pupil progression and engagement:
  - The teacher gets to know each child as an individual over time and can plan a more bespoke and differentiated programme of learning across all activities to develop all pupils' potential including provision for special educational needs.
  - Specialist subject knowledge is excellent and a deep understanding of educational thinking, pedagogy, and classroom management is evident thus allowing for more challenge and support as appropriate. E.g.; use of the STEP principle (Space, Time, Equipment and People) to differentiate.

- A wide variety of activities can be delivered without losing continuity and building on previous learning.
- Pupil confidence increases as they become more familiar with that teacher and develop a trusting relationship.

### **Development of cross curricular links.**

Impact:

- Reinforcement of learning in the classroom leading to increased pupil progress.
- A holistic ethos towards learning developed both across the school and within pupils leading to a healthy ability to make connections and 'big picture' thinking.
- Numeracy and literacy are embedded in all lessons from simple counting activities in Foundation through to working out percentages at key stage 2 when organising or officiating in competitions: for example a focus this year for KS1 was scoring in Tri Golf
- Dance work is reflective and an integral part of the project work being delivered at both KS1 and KS2. E.g. the Christmas production for KS1 with all pupils performing in 'Christmas with the Aliens'

### **Staff CPD and the production/implementation of high quality teaching and learning materials and resources.**

Impact:

- Improvement to the quality of ALL PE lessons.
- Increased pupil progress.
- Increased engagement.
- Y3 NQT teacher working alongside Mrs Speight across all activities upskilling and increasing her confidence in the subject area.
- Y1 NQT (appointed for 2018/19) working alongside at extra curricular sessions.
- Production and implementation of high quality teaching and learning materials across all activity areas with the introduction of the 'resource library' housed in the PE store.
- A sharing of use of IT in PE, e.g. the use of PowerPoint and airtime in hall based lessons which is experienced every day by staff walking through the hall while lessons are in progress.
- KS1 lunchtime supervisors have received training and resources from Mrs Speight to deliver a more structured menu of lunchtime activities for both the yard and field.

### **Continued development of Sports Leaders at Y5 and Y6**

Impact:

- Spiritual, Personal and Social development for all pupils across Y5 and Y6.

- Increased School Community cohesion between Key Stages.
- Development of the social benefits and social responsibilities associated with volunteering for the leaders.
- Leadership skills developed for the leaders.
- Great role modelling for F2 and Y1 pupils with more individual attention in all PE lessons.

**Continued and consolidated increase in participation particularly by girls in extra - curricular activities.**

Impact:

- More girls take part which develops the culture of participation and addresses issues such as self -esteem, health and well -being and equal opportunities.
- An extra - curricular club programme has been developed with activities that change in line with the festivals calendar encouraging both genders to take part and not allowing a 'boy' dominant sport to prevail. Gym provision was introduced as an extra - curricular block proving very popular among the girls, many of whom had not attended club previously. This was built upon in 2017/18 culminating in a wonderful gymnastic performance at Wath movement evening with 5 girls from the 20 making it their first extra curricular experience.
- Continuation of 'girl only' lunchtime practices set up to ensure girls are not inhibited by the boys. E.g. Girl's only football for KS2 on Thursday which has grown enormously throughout the year, regularly gaining 20+ participants.
- 4 girl only football teams also representing at RSSP partnership level.

**Quality, well organised and planned PE and sport experiences at lunchtime.**

Impact:

- Increased quality of sport produced.
- Safer activities.
- Better behaviour during and post lunchtimes, at both KS1 and KS2.
- Specific activities are organised at different times of the year providing opportunities for all pupils to develop their PE skills whether in a competitive or non-competitive environment. E.g. skipping/ hoop challenges are supervised by dinner staff with Mrs Speight organising a competitive activity e.g. Y3/4 basketball.
- Each lunchtime a different age group/gender is targeted to deliver the message of equal opportunities in action.
- As many additional structured activities are offered as possible, E.g. In the summer term hurdles, dodgeball, football pitches age related, , mini tennis and netball shooting are set up four lunchtimes every week weather permitting.

- A specialist member of staff (Mrs Speight) is present to referee competition and encourage other pupils to team manage and referee increasing pupil responsibility and a culture of care and fairness.
- Support staff are fully integrated and involved in supervising these activities safely.
- KS1 have received CPD from Mrs Speight and followed a structured lunchtime activity programme.
- Positive behaviour is promoted with disputes at a minimum as competition is overseen. This in turn results in pupils being in best frame of mind to return to learning for the afternoon.

**Maximising participation in the competition structure both at intra and inter school levels, and the engagement in non 'School Games' formats.**

Impact:

- Engagement in a comprehensive competition programme within the School Sports Partnership.
  - Full engagement with the Wath High School Movement Evening.
  - Pupils are given the opportunity to experience competition with other schools and perform with other schools.
  - Interests and talents are promoted and developed.
- Mrs Speight has selected squads and encourage pupils in both curricular and extra-curricular time ensuring pupils are prepared properly for the competitions.
  - Close liaison with Mrs Swallow to organise letters, transport etc.

**Competitions/Events entered and results.**

- Partnership – Inter school competitions

U9 Boys Football RSSP Final 5<sup>th</sup>

U9 Girls Football RSSP Final 4<sup>th</sup>

U11 Boys Football RSSP Final 6<sup>th</sup>

U11 Girl's Football RSSP Final 7<sup>th</sup>

U9 Hotshots RSSP Final 7<sup>th</sup>

U11 Hi 5 Netball RSSP Final 4<sup>th</sup>

U11 Sporthall Athletics RSSP Final 5<sup>th</sup>

U9 and U11 Orienteering Rotherham Finals: U9 Girls 5<sup>th</sup>, U9 Boys 3<sup>rd</sup>, U11 Boys 4<sup>th</sup>, U11 Girls 4<sup>th</sup>

U9 Orienteering South Yorkshire Finalists

U11 Open Cricket RSSP Finals 8<sup>th</sup>

KS 2 Tri – Golf Festival RSSP – Participation only.

Wath Movement Evening: KS 2 Gymnastics ‘ Under the Sea’

- Inter house competition

Introduced last year and further developed this year with all pupils in the year group taking part.

Y3 - Y6 Cross Country.

Y3 and Y4 Key steps Gymnastics.

Y5 and Y6 Hi 5 Netball.

Y5 and Y6 Sportshall Athletics.

Y3 and Y4 Hot shots Basketball.

Y3 - Y6 Sportshall Athletics

Y3 – Y6 Cricket

**Optimum engagement of pupils at KS1 and KS2 with multi- sport events such as Olympic days at the EIS and multi-sport afternoons at St Pius X Catholic High School.**

Impact

- Development of school club links with local community coaches and clubs.
  - Pupils will be inspired to try new activities and aim higher.
  - Development of community links
- Experience large elite venues such as the English Institute of Sport.
  - Activities such as trampolining not usually available experienced.
  - Experience activities at St Pius X Catholic High School taught by their PE department

**Audit and ongoing monitoring and maintenance of PE equipment in both KS1 and KS2 areas.**

Impact:

- Increased pupil Progress
  - High quality PE lessons
- Equipment is always available in a good state of repair with balls inflated etc.
  - Planning is enhanced as knowledge of what equipment is available is central to this.
  - Equipment relevant to KS is available close to hand with both the PE store and KS1 shed being well stocked and maintained.
  - Pupils are given the role model of responsibility for and value of their equipment.

**High profile PE and School Sport notice board developed and maintained.**

Impact:

- The profile of PE and School Sport is enhanced.
  - Pupils aspire and succeed.
  - Parents are included.
  - Planning is promoted.
- An up to date notice board in a prominent place is maintained by Mrs Speight and used by staff and pupils including information of events, results, photographs and a prayer for sport.

### **Contribution and enrichment to the wider school community.**

Impact:

- PE and School Sport is valued and embedded in the culture and ethos of the school.
- Dance at the Christmas concert KS1 'Christmas with the Aliens, KS 2 Gymnastics performance at Wath Movement Evening.
- Multi games delivered by Mrs Speight and Mr Goulding at the 'Family Fun Day'.
- Certificates for participation awarded in assemblies.

### **Resurfacing of both yards incorporating new markings.**

Impact:

- Improved Teaching and Learning.
  - Increased pupil progress.
  - Increased activity levels.
- Improved differentiation within lessons, particularly with the use of the circle spots allowing for Space and People varying.
- Improved class management: groups can be quickly and efficiently organised according to lines and circle groups.
- Grid system facilitating structured and developmental practices and drills.
- Increased opportunities for structured sports leadership.
- Activity levels increased during recreational times.
- More structured activities facilitated during lunchtimes at both KS1 and KS2.

### **Development of the whole school objective relating to using educational rubric within the PE curriculum.**

Impact:

- Improved Teaching and Learning
- Increased Pupil Progress.
- Increased pupil autonomy and self regulation.

- In hall based activities use of the powerpoint showing a variety of activity rubrics have been very effective, e.g gymnastics at KS2.
- Pupils are self assessing and target setting with increased detail and accuracy, e.g Y3 and 4 basketball.
- Peer assessment is increasingly specific and targeted, e.g. sportshall athletics at KS2.

### **Introduction of a Health, fitness and wellbeing module for KS2.**

#### Impact

- Increased knowledge and understanding of health, fitness and wellbeing.
  - Increased health, fitness and wellbeing levels across KS2.
- Increase in awareness of the importance of Health, fitness and wellbeing.
  - Development of personal awareness of areas of strength or areas requiring further improvement.
  - Equipping pupils with the knowledge and experience of how to improve any areas of weakness.

### **Development and introduction of formal assessment and reporting at KS1 and KS2**

#### Impact

- Improved Teaching and Learning.
  - Increased pupil progress over time.
  - Improved links with parents.
  - Informed class teachers.
- Detailed assessment and reflection informs future planning from curriculum planning to individual lesson planning to differentiation.
  - Safety nets highlighting 'stagnating' progress across activity areas, year groups or individual pupils are facilitated, ensuring individuals or 'groups' are not disadvantaged and pupil progress drives planning.
  - Parents can gain detailed feedback regarding their child's achievements and progress in PE encouraging school – home links and bespoke support for children as required.
  - The profile of PE is elevated.