

## Impact of Sports Premium Funding

### Terms 1 and 2

Objective	Action	Impact
To increase teachers skills and confidence in delivering.... Year 1 – sending an object / sending and receiving an object Year 4 – gymnastics balance / invasion games – sending and receiving Year 6 – invasion games – football	Modelled sessions by PE Mentor, with development into the teachers teaching with the PE mentors support.	Teachers are more confident teaching PE lessons. Improved quality of teaching in PE sessions. Equipment and lesson times being used to provide children with improved provision.
To increase teachers confidence in using the gymnastics climbing frame.	Gymnastics CPD – setting up and ideas for use.	Teachers have a range of ideas to use in apparatus based lessons. Teachers are able to safely set out the apparatus.
To develop leadership skills of Year 6 Pupils	PE Mentor to train Year 6 Young Leaders to run a sports club for KS1 pupils	Year 6 pupils now feel confident and have the knowledge and ability to 'teach' younger children. Younger children can aspire to be like the young leaders and are more likely to participate in other sporting activities.
To increase participation in sport for all pupils	PE Mentor to run an after school club in football.  PE mentor to run a football lunch time club for KS1.	KS2 children who attended improved their fitness levels, ball skills and gained teamwork skills. KS1 children are building ball skills in PE. Poor behaviour incidents have decreased due to their enthusiasm to go to the club.
To support and develop new PE Co-ordinator	Support to set up evidence file for school games and quality mark. Support with preparing a development plan. Support with PE policy and curriculum map.	PE Co-ordinator feels more confident. The school will have an up to date PE policy and curriculum map, to ensure progression. Folder is set up for evidence to be collected for the school to win awards for the school games.

## Terms 3 and 4

Objective	Action	Impact
To raise attainment in Maths through using sport as a medium.	PE Mentor to run a programme to engage and raise attainment of Year 5 pupils.	Children's enjoyment levels increased. Raised attainment in Maths.
To increase participation in sport at lunchtimes and promote positive behaviour on the playground.	PE Mentor to run two training courses for lunchtime supervisors.	Lunchtime detentions decreased. All of the children have activities to participate in at lunch times. They have more opportunities to make new friends. Lunch time supervisors are involved in the children's play and skills development.
To increase participation in sport for all pupils	PE Mentor to run an after school club in KS2 football  PE Mentor to run a lunch time multi skills club for KS1 (term 3).	KS2 children who attended improved their fitness levels, ball skills and gained teamwork skills. KS1 children are building ball skills in PE. Poor behaviour incidents have decreased due to their enthusiasm to go to the club.
To increase teacher's skills and confidence in delivering.... Year 1 – gymnastics travelling, jumping, balancing and rolling Year 3 – invasion games – sending, receiving and travelling Year 6 – dance	Modelled sessions by PE Mentor, with development into the teachers teaching with the PE mentors support.	Teacher are more confident teaching PE lessons. Improved quality of teaching in PE sessions. Equipment and lesson times being used to provide children with improved provision.
To increase the enthusiasm and involvement of children who do not normally get the opportunity to do competitions and need more enthusiasm for PE.	Support in the setting up of C4L club.	Leader of C4L club is confident to deliver programme. Children attend the club regularly and enjoy activities on offer.
To increase the development of children's motor skills in PE and train TAs to be confident to help in PE lessons.	Targeted motor skills sessions with Year2 - (upskilling TAs alongside this)	Improved motor skills of all participants. TAs are more confident to assist teachers in PE lessons and know how to differentiate activities to suit lower attainers.

## Terms 5 and 6

Objective	Action	Impact
To increase teacher's skills and confidence in delivering.... Year 2 – Differentiation and challenge focus	Modelled sessions by PE Mentor, with development into the teachers teaching with the PE mentors support.	Teachers are more confident teaching PE lessons. Improved quality of teaching in PE sessions. Improved use of differentiation to scaffold and challenge learning. Equipment and lesson times being used to provide children with improved provision.
To increase the development of children's motor skills in PE and train TAs to be confident to help in PE lessons.	Targeted motor skills sessions with Year2 - (upskilling TAs alongside this)	Improved motor skills of all participants. TAs are more confident to assist teachers in PE lessons and know how to differentiate activities to suit lower attainers.
To increase the enthusiasm and involvement of children who do not normally get the opportunity to do competitions and need more enthusiasm for PE.	Support in ideas for C4L club.	Leader of C4L club is confident to deliver programme. Children attend the club regularly and enjoy activities on offer.
To increase participation in sport for all pupils	PE Mentor to run an after school club in cricket.	KS2 children who attended improved their fitness levels and striking and fielding skills
To support and develop new PE Co-ordinator	Support to complete evidence file for school games and quality mark. Support with finalising the development plan and building an assessment material for all year groups.	PE Co-ordinator feels more confident. PE Policy, PE Assessment and curriculum map are in place. Folder is completed with evidence collected for the school to win awards for the school games. School awarded Bronze in both Quality Mark and School Games Award.