Morice Town Primary Academy (2017-2018) – Sports Premium Funding Report (Spring 2) Achievements

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Our sports leader programme has been a massive success with 5 children going on to support coaches in after-school clubs and helping to support the PE Coordinator to organize events and plan activities for the future.  Implementation of Real PE. A real hit with the children and a way of teaching PE that has given confidence back to teachers who may not have enjoyed teaching PE before. | As yet we have not been able to organize a time to do bike-ability or balance-ability and these 2 activities have a massive impact on our children using the road safely. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 65% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 40% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | Unknown |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | No |
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Morice Town Primary Academy (2017-2018) – Sports Premium Funding Report (Spring 2) **Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

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| **Academic Year:** 2017/18 | **Total fund allocated:** £17,610 | **Date Updated: 26/3/18** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| We want to improve the enjoyment level in our PE sessions at Morice Town. To do this we are implementing the values of Real PE and use these in both Real PE sessions and the rest of the PE curriculum.  Real PE Training:  Real PE review Dice  Give children access to free after-school sports clubs (20 places per club)  Lunchtime Sport Nurture Group | To observe and gain data from all classes to see the impact of the values of Real PE and give all children pathways to success at their own level.  Training 2 new teachers  Purchase 4 sets £16  Give parents access to 3 free sports clubs per term.  Pay coaches to deliver clubs  Pay specifically identified coaches to give specific children access to high quality sports provision to enable them to enjoy PE and receive 1-2-1 support and small group focus time. | £140 supply to support observations  £490 Training  £380 Supply  £64  £750 per term  £1500 to date  £2000 | Children now take pride in each others achievements and are far less likely to be arrogant about their success and celebrate in a way that deters others. Children are now more supportive of their peers and teach each other strategies to achieve. More vulnerable children now want to join in and don’t see failure or losing as a weakness but a way to improve.  Staff found the training really useful and said that they could really see the benefit of the scheme.  Children really enjoy the review dice and it takes the pressure off the teacher to support each group which means that children’s learning is more self-led.  Parent’s feedback is generally positive to all clubs and children come out of clubs feeling happy and keen to come back.  These specific children love the nurture group. They can’t wait to attend and will try and rush their lunch to start early. | Percentage for Key indicator 1:  27%  Once implemented the Real PE scheme will not cost us anything and new teachers to the school will be introduced to it. It will cost approximately £385 to train each teacher.  Training cost will be no more than £870 - £1335 per year depending on staff turnover.  Once implemented the resources and support for teaching make this a very sustainable resource.  Review the use of die and see whether they continue to engage and challenge the childrens’ thinking. If not, look at other similar review methods.  Not all clubs are free to parents and for some clubs we ask the parents for a small contribution.  We try to consult with parents about clubs and they have been happy to contribute to the cost of clubs for many years.  Depending on the children in the school, the nuture group may not be required in years to come. This money could then be used for other projects to support more children. |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| From the end of the previous academic year we implemented ‘Real PE’ as both a scheme of learning and a philosophy of both achieving as an individual but also through teamwork and identifying achievements of all, however small.  Active Maths/ Maths of the Day  We bought into active Maths/ Maths of the Day to get children active within maths and also make children realise how being healthy and using maths is so important in real life. | To continue to implement and improve the learning within Real PE, through teacher support.  To access the effectiveness of Maths of the Day and speak to children and gain their enjoyment of it. Does it help them make progress? | £500  £495 | Through giving teachers support by others with more experience of ‘Real PE’ and using the support network of other ‘Real PE’ schools to observe high quality teaching.  So far, we have only had the software for 2 terms and are still getting used to it. Speaking to children who have used it, they really enjoyed both the physical and competitive elements of the program. | Percentage for Key indicator 2:  12%  To send more staff to observe teachers in other schools who have been using the scheme for the last 18 months - 2 years to gain understanding of how best to implement the scheme and adapt it to individual class and specific children  At present this does seem quite a costly resource but if it has the impact we hope, we may look to purchase it again in the future. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Specific staff to team-teach and receive mentoring from a PE specialist (secondary colleague) to upskill them. | 2 teachers to receive intensive support to gain understanding of different sports/sporting skills | Included in the Plymouth Sports Partnership affiliation of:  £3500 | Having observed teachers they have shown improvements in both their understanding; able to adapt their practice better to the needs of the class. | Percentage for Key indicator 3  20% of total spend  Continue to observe teachers and gain feedback of areas where they feel they can improve and target this improvement through peer support or partnership training. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Within the year we are going to give children access to a variety of new activities these include:  Modern Dance  Climbing  Outdoor & Adventurous activity.  After-school basketball with Plymouth Raiders  Bellboating Y6 | To employ ‘Colin Sangster’ Pro-Choreographer to give 2 classes the opportunity to learn a dance and perform it.  For a class to go to the Plymouth Clip and Climb Centre to conquer their fears and show resilience, pushing themselves into something new. (2 classes)  Subsidized Year 3/4 and 5/6 residentials at Dartmoor and Delaware  Provide 20 children with free places to attend the club during the summer term  Children in Y6 to go Bellboating.  To develop teamwork and conquer fears. | £560    Cost £160 per class + £180 per coach.  Total: £680  £4000  £500  Included in the Plymouth Sports Partnership affiliation of:  £3500  Travel cost:  £180 | Having previously had Colin work with our children, he has shown that he expects very high standards of them. He gives them a taste of the arts in the professional world and children always ask if they can do it again.  Having taken our Year 6 class. This was a trip that inspired children and took them out of their comfort zone. Many conquered their fear of heights and some found that they were very good at climbing. This had an impact on not only the individuals but the class. The support of each  child to one another was fantastic.  Impact was superb: 50% of our Year 5/6 and Year 3/4 attended and took experiences away that they will treasure for life. Of the 23 children who went on the Y5/6 trip, 100% wanted to go again.  Children had the opportunity to go caving, weaseling, mountain biking, night walking etc. These could have only been achieved out of school.  Impact unknown until club is complete.  An activity that we have run for the past 7 years and an activity that is always a hit with the children. | Percentage for Key indicator 4:  33%  Although costly for the school, it has over the years given the teachers access to see how dance can, and should be taught with both fun and high standards. Colin is not just teaching the children but giving the adults CPD (continuing professional development). We also include a CPD session for teachers so that they can then  practise with the children.  This had a huge impact on the class who have already been.  1 child even said, “I may not be very good at this but one day I want to make something like this”  The sustainability of these residentials will depend on being able to book the venues and uptake from the parents as even with them being subsidized they are still quite expensive for parents.  We have run this activity for the past 7 years. I hope we can run it for another 7. |
| **Key indicator 5**  **:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| During the previous academic year we only managed to attend 4 festivals.  Planned so far this Year | Attendance at local festivals  Attend:  Brickfields Athletics Festival  Plymouth Hockey Festival  Indoor Athletics Festival  Sport Leader Training  Boccia SEN festival  Inclusive Football  Frizbee Golf  Multiskills festival (1/2 & 3/4)  City Netball Festival | Included in the Plymouth Sports Partnership affiliation of:  £3500  Travel costs  £600 | Children love the opportunity to compete and also experience sports at different venues with a different environment.  Of the 4 festivals we have so far attended. 20/38 who have attended represented the school for the first time. | Percentage for Key indicator; 5  24%  We believe that taking children to festivals is vital in their personal development. It not only gives them a sense of achievement to represent the school but it gives them access to the social side of sport and see how other children from other schools enjoy being physically active. |