



# Haytor View Community Primary School & Nursery

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

## Evaluation of Primary School Sport Funding 2016-2017

**DFE Objectives** – “Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.”

### **Sport Fund Expenditure for 2016/17 - £8745**

South Dartmoor School Sports Partnership – £4000.00

Development of Sherbourne Movement Opportunities for children and parents in Early Years - £4103.80

Training of Staff in use of Sherbourne Movement - £375.20

Contribution towards Opportunities for Swimming £216.00 – additional instruction

Additional training and support for P.E. Leader - £50.00

### **Evaluation**

#### **Specialist Teachers and CPD**

Follow the focus upon direct CPD during 2015-16, next steps during 2016-17 have seen consolidation and growth within all phases further developing teachers' skills as well as broadening and deepening opportunities for children through curriculum engagement as well as engaging with the wider community.

The school's relationship and partnership with Catherine Kilburn (the leader of the South Dartmoor School Sports Partnership) and Ian Patchett (our South Dartmoor School Sports Partnership Coordinator link teacher) continues to access extended levels of support continues to thrive and inform teacher and curriculum development.

Catherine and Ian remains directly engaged with the school and has commented on a number of occasions upon the quality of discussion and resultant provision and curriculum development that they have seen during the course of this year and in previous years.

The school's continued relationship with Ian have developed further this year with both the School Sports Partnership and the school benefitting from time spent together – as a result this has impacted significantly upon the quality of children's experiences in P.E. and sport both within the curriculum and school day and beyond.

The school has been keen to ensure that both core and extended provision is developed as a result of the investment being made and that CPD experiences and individuals' needs are well matched to ensuring a cohesive and progressive approach to supporting children's learning and experience in P.E. throughout the school from ages 3-11 years. As a result of experiences 2016-17 has seen a curriculum that is well defined and supported, with well matched ongoing opportunities for staff development to ensure provision is good or better throughout the school.

Alongside CPD opportunities within school teachers' engagement with opportunities for development led by the School Sport's Partnership beyond school hours has increased markedly as a result of links made between the school's approach and wider opportunities available. This has seen all teachers in attendance at every opportunity relevant to the age of children whose development they are supporting, once again supporting both class-based and additional after school provision. Specialist teachers have been working alongside members of staff, in both Key Stages 1 and 2, to support teacher and children's development and secure further development in practice in a range of areas such as handball.

This has also seen teachers and support staff recognise their own CPD with P.E. and saw an additional inset being requested and fulfilled for dance. A specialist teacher from South Dartmoor

worked with members of staff to develop their knowledge and further their skills in teaching dance, throughout foundation stage, Key Stage 1 and 2.

The development of the previous focus has seen an increase in competitive engagement with further teacher support and development.

As a result of the South Dartmoor School Sports Partnership annual conference, in particular a session lead by Dr Bert Bond (University of Exeter Lecture in Sports and Science), Ian Patchett has been working with lower key stage 2 to introduce Vigorous Activity into PE sessions. This has a more specific focus for the children about the way their bodies work when exercising and the importance of exercising. This continues to be an ongoing collaboration between the school and Dr Bert Bond for 2017-18 and will see Vigorous Activity being undertaken throughout the school, in all phases.

2016-17 also saw the continuing development and consolidation of the school's work with the Sherbourne Movement Programme, this allows staff to continue to develop their skills and practice as well as work directly with parents in the Foundation Phase.

#### □□**The increase in offering activities as games, dance, gymnastic, swimming and athletics**

Post-school activities led by teaching staff continue to be maintained this year. After school sporting clubs have included tag rugby, gymnastic, handball, athletics and cricket. In addition a 'Multi-Skills' club has focussed upon developing the engagement of children less comfortable with their physicality – in terms of engaging those 'harder to reach' children in PE and School Sport this has proved to be a significant success.

The design of the new school building allows community access, including for sporting events and arrangements/insurances have been put in place to enable this to run smoothly going forward – the school continues to promote this new availability, seeking only to cover costs, in an effort to extend the use of the school building.

An increase in the quality of offering as part of the school's swimming provision has seen an increased number of specialised swimming instructors employed to support children's swimming development. This is seeing the prospect of children receiving swimming support in smaller groups going forward.

#### □□**The increase in success in competitive school sports**

This continues to remain a priority throughout the school with a focus of Key Stage 1 attending more events next year in 2016-17. The school has, for the third year in succession been awarded the 'Silver Schools' Games Mark'

Competitive school sports competitions engaged with included:-

- Year 5/6 shared in a TAG Rugby Competition
- Year 5/6 took part in a Handball Competition
- Year 3/4 took part in a Handball Competition
- Year 3/4 shared in an Athletic Competition
- Throughout the year children in year 5/6 have been attending the Young Play Leader sessions with our lead Meal Time Partner to ensure many activities are being provided to our younger children during lunch times.
- Year 4 Newton Abbot Learning Community 'Mini Olympic Event'.
- Throughout the year children across Key Stage 2 have been attending events tailored to those recognised as Gifted and Talented led by the Schools Sports Partnership.
- Intra-school competitions have punctuated the school year as units of learning in specific areas have been completed.

#### □□**Inclusive PE curriculum & Provision**

As a result of the development in practice highlighted above, all children are considered and well provided for within the PE and School Sport. Within lessons individual needs are met through differentiated and open ended tasks, use of a range of equipment, adapted games and peer coaching.

Children gain confidence in their abilities with consistently good teaching and clear

progression. Children aspire to do well from seeing good performances by other children in lessons.

All sports clubs are open to all children who are keen to extend their learning and develop their skills with the 'Multi-Skills' club highlighted above targeting and supporting children more reluctant to engage in traditional sporting clubs. Where appropriate children are signposted to local clubs to challenge themselves further.

#### **□□Increased range of traditional and alternative sporting activities**

The use of playleaders within school is now embedded as a result of previous investment, however continually prioritising resources being targeted in this direction sees their profile maintained and effectiveness maximised. Play leaders are trained by external members of staff provided by the School Sport's Partnership and as a result of the length of time that they have been in place in the school adapt messages received and training completed to their own context. This sees children developing means of communication through which they can effectively design, deliver and lead children in play during lunchtimes. 'Lunchtime Friends', who support children's time and play more holistically during free times, is continuing to develop throughout the school giving children in key stage 2 the responsibility of ensuring younger children on the playground are supported throughout the lunch time period and included in their games.

The school's focus upon the use of Sherbourne Movement as a means of supporting children's ongoing development has, for the third year in succession been a key focus of the year. It has provided a firm foundation for parents of young children to become engaged actively in their physical lives and development. All Early Years staff have received training at Level 2 status. Haytor View is a recognised centre of development and engagement in this area. Sherbourne has also been used to provide the focus of sessions for parents and their pre-school children, providing relevant and effective opportunities for transition and community engagement. Targeted opportunities have also been provided to children in the Foundation Stage with a focus upon positive touch and relationship building. Evidence of practice demonstrates that staff in the Foundation Stage are using much of the philosophy that sits behind Sherbourne in their day-to-day focussed engagement with children.

#### **□□The improvement in partnership work on physical education with other schools and other local partners**

Following development in recent years the school are now very active and supportive members of the South Dartmoor SSP. This has seen a more direct engagement with the range of CPD and sporting events that are available for staff and children. This year this has seen staff engage with training outside school time in Handball; Athletics; Dance; KS1 invasion games supported by the school's PE Leader who has attended conferences and continues to coordinate and develop relevant opportunities for development.

The nature of our ongoing and reflective approach to engagement of development opportunities has already seen specialist support secured for children in Foundation and Key Stages 2 for 2016-17.

We continue to work with Torbay Bikeability and now ensure that all children leaving the school in Year 6 have achieved their Level 1 and 2 Bikeability Awards, sometimes through the provision of bikes purchased, repaired and maintained using funding provided in the past.

Our close and long standing links with Spirit of Adventure, an outdoor/adventurous activity organisation have seen us work in partnership over the years to develop accessible and challenging experiences for children, with participation now close to 100%.

We have continued to build our relationship with external organisations during 2016-2017. Asda, Warburtons and Co-op have visited the school to support children's awareness around the development of healthy eating. This has seen the continuation of those positive relationships building and opportunities to develop their self-care and food hygiene skills.

**□□Links with other subjects that contribute to pupils overall achievement and their greater social, spiritual, moral and cultural skills**

The curriculum developed as a result of 2016-17 continues to develop as a result of experience. This sits firmly within the school's ethos of respect for each other, recognition of the different levels of challenge that individual's face in developing skills and the importance of children doing their best, recognising their successes and areas that they would wish to improve. As the school's curriculum offer develops these will sit within the stated aims of children seeing themselves as learners; collaborating with others; having comfort with who they are as well as parents enjoying and sharing in children's lives – the school's 'core offer'.

**□□The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health**

The role that a healthy lifestyle plays in allowing children to achieve their best plays a prominent role in P.E. sessions as well as the school's approach to supporting children's personal, social and emotional skills. Children have an awareness of what constitutes a healthy and unhealthy lifestyle.

In 2017-18 the school will be seeking to renew its relationship with Life Education Wessex – a charity leading Healthy Living and Drug Prevention education which uses a high quality educator. Feedback and evaluation from the children over previous years saw the benefits in the children's wider understanding of their health and heightened awareness about drug prevention.

We are in the early stages of developing a mutually beneficial relationship with Dr Bert Bond from the University of Exeter, Sports and Science, with a view to developing whole school awareness of the benefits of vigorous exercise and supporting curriculum growth in this area. Although this is in its early stages, children are becoming increasingly aware of the effects high intensity exercise has on their bodies. They are able to discuss the physical changes that happen to their bodies and are beginning to understand the internal effects this has on their fitness and health. We look forward to developing this relationship during 2017-18 and the impact that this will have upon provision and children's health.

**Summary of Swimming – National Curriculum Requirements**

From 2017-18 academic year, there is a new condition requiring schools to publish how many pupils within their Year 6 cohort are meeting the national curriculum requirement to:-

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

At Haytor View, children in Year 5 participate in a course of swimming lessons throughout the Summer Term. It is detailed above that School Sports Premium funding has been used to extend the level of instruction provided with a view to securing better outcomes for children participating in swimming.

Following this 10/11 week programme children are assessed against the national curriculum guidance above and details of this for the Year 6 cohort in 2016-17 is detailed below.

Participation

Children who completed the school swimming programme	100%
Children who have had external swimming lessons	21%

## Attainment

<b>Curriculum Outcome</b>	<b>Percentage of Cohort</b>
Swim competently, confidently and proficiently over a distance of at least 25 metres	43%
Use a range of strokes effectively	39%
Perform safe self-rescue in different water-based situations	30%