



Haytor View Community Primary School & Nursery

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

Evaluation of Primary School Sport Funding 2015-2016

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 2015/16 - £8713

South Dartmoor School Sports Partnership - £4000

Newton Abbot School Sports Coordinator Support - £3000

Development of Sherbourne Movement Opportunities for children and parents in Early Years and training for staff - £800

Contribution towards Opportunities for Swimming £500 - additional instruction

Contribution towards Athletics - Training & Equipment - £400

Evaluation

□ Specialist Teachers and CPD

Follow the focus upon direct CPD during 2014-15, next steps during 2015-16 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 to whom the school accessed extended levels of support continues to thrive and inform teacher and curriculum development.

Catherine 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 she has seen during the course of this year and in previous years.

The school's relationship with Catherine's wider team 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 - see below.

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 2015-16 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.

Consideration of effective assessment allowing progression throughout the school has been a fundamental area in which the additional support accessed from Catherine Kilburn has started to look toward. There will be a continued focus upon both this and ongoing development of staff and opportunities for children within and around our new school building in 2016-17.

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.

Alongside this development, 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 gymnastics and cricket. The development of the previous focus upon gymnastics in 2014-15 has seen an increase in competitive engagement in this area along with further teacher support and development – this remains a key area of consideration as the development of children's fundamental movement skills is a primary focus throughout the school.

2015-16 also saw a development of the school's work with the Sherbourne Movement Programme, continuing to develop staff through recognised qualifications 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 have been maintained at their increased level this year. After school sporting clubs have included football, netball, athletics, golf , cricket and Dartmoor 3-ball. 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. Linked to this, particular children attended an out of school day enjoying P.E. and sport with those from other schools.

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.

Funding this year has also seen 'new' sports offered to children post-school hours – these have included Street Surfing, Fencing and Basketball.

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 has been highlighted as a priority in previous years and has seen significant consolidation and growth this year. Two years ago such opportunities were limited to engagement of the school's football team in a local league. The school has, for the second year in succession been awarded the 'Silver Schools' Games Mark' – the school plans to achieve the 'Gold' award by the end of 2016-17.

Competitive school sports competitions engaged with included:-

- Year 2 took part in the local Learning Community Bisi Festival
- Year 5/6 shared in a TAG Rugby Competition with local schools sharing the winning trophy
- Year 3/4 took part in a learning community Gymnastics Festival, followed later in the year with a related competition
- Year 5/6 took part in a learning community Gymnastics Competition.
- Year 3/4 took part in a learning community Dartmoor 3 Ball event.
- Year 5 'Sporting Spectacular Event' run by Coombeshead College.
- Year 4 Newton Abbot Learning Community 'Mini Olympic Event'. Notably one child was recognised and rewarded for their outstanding athletic performance among 400 participants.
- Children with SEND from across Key Stage 2 took part in a School Sports Partnership tailored event supporting engagement and skills building.

- 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 school's reviewed and developed curriculum sees Handball and Dartmoor 3 Ball as features within Key Stage 2. Both of these activities fit well with elements of both skill development and fun that inspire children to become involved.

Street Surfing and Fencing opportunities, through the provision of after school clubs have seen a high level of engagement from children. Golf has also been introduced to children as part of the Key Stage 2 curriculum this year.

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. Interestingly from this has grown the development of 'Lunchtime Friends' who support children's time and play more holistically during free times.

The school's focus upon the use of Sherbourne Movement as a means of supporting children's ongoing development has, for the second year in succession been a key focus of the year. This has now seen all Early Years staff receiving training and achieving Level 1 status, with the school's Early Years Leader trained to Level 2 status. Teachers from across Devon attended Sherbourne training at the school as Haytor View is becoming a recognised centre of development and engagement in this area - this training included supporting leaders of the school's SSP. 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. Targetted 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.

It is anticipated that while demand remains high for sessions from parents these will continue in 2016-17. Among many things they provide a firm foundation for parents of young children to begin to become engaged actively in their physical lives and development. Furthermore opportunities will incorporate further opportunities for members of staff to develop their practice and awareness.

□ 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 Hi 5 netball; Gymnastics; Dartmoor 3 Ball; Netball 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 all phases, Foundation, Key Stages 1 and 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%. 2015-16 saw a shift in these residential opportunities from the Summer to Autumn Term and the impact of these physical activities upon developing class and school ethos was recognised and is being harnessed again in 2016-17.

During 2015-16 our links with external organisations around the development of healthy eating has seen positive relationships and opportunities develop with Asda, Warburtons and Co-op. These have seen visits to schools/premises which have supported children's awareness of this area of self-care and development.

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

The curriculum developed in 2014-15 has been implemented in 2015-16 and 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.

2014-15 saw the school reignite its relationship with Life Education Wessex - a charity leading Healthy Living and Drug Prevention education. Using a high quality educator with a long history with the school, feedback and evaluation from children demonstrated that 88% of Year 5 children described the sessions as 'good' or 'excellent' and that awareness and understanding around areas discussed had improved. We will seek to continue this programme in 2016-17.