



PE Sports Funding 2014-15

What were the needs?

1. Improve the quality and time spent on delivery PE to children, including after school clubs, so that children are better prepared to reach their potential
2. Increase participation so that more enable children to do more sport, including competitive sports, within school and with other schools locally, leading to healthier lifestyles
3. Improve resources to enable us to deliver quality PE, free from hazards and dangers
4. Improve the confidence and skills of teaching staff to plan, prepare and teach PE lessons
5. As a longer lasting legacy, we wanted to improve children's learning behaviours and sporting mind-set so that they are highly ambitious and know strategies to help them achieve their goals

What did we do? Include costs

1. Employ an expert PE teacher(s) to deliver 2 x ½ day per week of PE, and after school clubs, to the children, focusing on two PE skills per week. Includes 3 after-school clubs to coincide with local tournaments, often working with teachers to build their skills and confidence - £6000 per year
2. Bought new mats, bibs/strips and footballs/pump - £500 per year
3. Engage in more competitive matches/tournaments and run 3x small school events over the year - £1000 to cover teaching supply costs per year
4. CPD programme within the SAS, G&E LP and other wider partnerships delivered by expert staff - £500 per year
5. Learning Powers have been embedded into the teaching and learning across the school. These include high aspiration and teamwork

What has been the impact in 2014/15?

1. Improved quality and time dedicated to PE by:
 - a. Each class gets nearly 3 hours of PE per week. Each class has a whole afternoon dedicated to PE, either a swimming session or one of the two PE specialist sessions. This has doubled from before the PE Funding
 - b. In recent Governor monitoring, all the children felt that there was sufficient time allocation to PE during the week (up from 53% in 2012) and felt that the ongoing delivery of after-school sports clubs was a real benefit to them and the school
 - i. The children focused immediately on the benefits from utilising an external PE "...expert...". These include:
 1. They are better placed to assess and understand the children's physical abilities and how to improve fitness levels
 2. They are better able to suggest new skills and techniques, and more likely to know modern training methods
 3. Greater variety of teaching methods and feel "...safer..." with a PE teacher
2. Increased the participation of PE, especially competitive games and for the more able, by:
 - a. Take-up of after-school clubs and numbers of clubs has been maintained from the previous year with over 50% of children attending a sporting club which has included: athletics, tennis, tag-rugby, running, football, rounders, Zumba and dance.
 - b. Competitive sports program has been maintained from previous year, with a particular increase of younger children, including KS1 and lower KS2, competing in sporting competitions.
 - c. Parental survey results demonstrate that 98% of parents feel that the school is helping their child have a healthy lifestyle
 - d. G&T offer has been maintained for competitive sporting opportunity from previous year
 - e. In a recent Governor monitoring visit, the children said that they really enjoy competitions with other schools and are proud to represent Uplands. In particular, the children felt that this approach:
 - i. Increased and honed their skill sets and provided a greater sporting challenge (and feelings of achievement) than playing with friends in their school
 - ii. Felt that playing other schools made them "...push..." themselves more than within normal PE lessons.
 - iii. Felt competitions gave them a better sense of being in a team.
3. Improved the quality of bibs and strips in competitive matches
 - a. Children feel proud of wearing new kits and playing in competitive events – see above
 - b. In a recent Governor monitoring visit, the children very much notice when equipment becomes 'old' or worn out e.g. "rusty netball hoops" and old bibs (now replaced)
4. Improved the CPD opportunities for teachers by:
 - a. Lesson observations during the Summer 2015 by PE lead on PE specialist. Actions identified. Judgements at

least good. PE lead

- b. PE Lead has attended conferences on best practice. This demonstrates a commitment to embedding excellent practice in our school
5. Ensured a longer lasting Olympic legacy:
- a. Embed Learning Powers across the school
 - i. Lesson observations now show that Learning Powers are embedded in everyday teaching – see Lesson observation folder
 - ii. Other school monitoring also reveals that children understand the Learning Powers and can talk about them in relation to their learning in school and in their life beyond school.