



Nyewood CE Infant School  
Impact of School Sports Premium Grant  
2016-2017



In the academic year 2016-17 Nyewood has received £11459 from the Sports Premium Grant. The following is an evaluation of the impact from this academic year.

| Area for Development       | Prior Situation (Sept 2016)   | Impact of School Sports Premium 2016-17   |
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| <b>Quality of Teaching</b> | <p>Quality of provision for learning in PE is consistently judged as good or better based on SLT monitoring.</p> <p>As a consequence of coaching provision all teachers involved have reported that they feel more secure, confident and knowledgeable in their PE teaching; reflected in observed practice. Ongoing coaching through the SSP will ensure that learning remains at good or better and changes in staff (due to maternity returns) do not see a dip in the quality of provision.</p> | <p>Quality of teaching and learning has remained at least good consistently through the 2016-17 year. This is as a consequence of the ongoing coaching provision through the SSP. Some of the observations made by the external coach have been judged as 'outstanding'.</p> <p>With 5 maternity returns as well as a long term sickness absence during the academic year 2016-17 there has been no dip in the quality of provision in PE as evidenced by PE Lead and SSP coach monitoring.</p> <p>CPD provision has ensured all staff are secure and confident in identified aspects of the PE curriculum. The teaching of Dance was identified as an area staff were less confident in and therefore a staff meeting was organised to support this. This was led by a highly experienced and skilled teacher,</p> |

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|                                 |   | <p>planned through SSP package. Gymnastics coaching identified in 2016-17 has also helped to keep the quality of teaching and learning at at least good. Anecdotal evidence shows staff confidence has increased and monitoring shows the quality of teaching and learning is at least good.</p>  |
| <p><b>Middle Leadership</b></p> | <p>The school has developed curriculum teams across the school. The Physical Development Team has been established with members from each year group. This is in its infancy and will be led by the previous PE Lead. CPD time will need to be allocated in the coming year in order to develop this team and secure success.</p> | <p>The curriculum teams have now been well established and impact can be seen in staff knowledge, understanding and dissemination of information. Review of the PE SIP by the curriculum team show that targets have been met and identified next steps for the following academic year. Support through the West Sussex School Sports Partnership for the Physical Development Team Leader has ensured quality CPD for all staff has been well planned for and used. Policy development has ensured the use of the funding has been well planned for and is in place for long term sustainability. CPD has been provided for staff in PE curriculum and assessment and these have been observed in place and having impact on children's outcomes in PE.</p> |
| <p><b>Resources</b></p>         | <p>This aspect is an ongoing requirement for the provision for PE and sport. For this reason a regular allocation of funding is in place to secure appropriate resources, linked to the annual audit in line with curriculum and extra-curricular needs.</p>  | <p>Annual audit, review and restock of quality of resources for the teaching of PE across the school was completed by the Physical Development Team. This has ensured that staff are able to effectively deliver all aspects of the PE curriculum as well as to secure the provision of additional sports i.e. football coaching, rounders and tennis.</p> <p>Additionally, the PD Lead has completed regular audits of resources for sports and well being at playtimes and funding</p>  |

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|  |   | has been used to supplement these resources to secure activity at playtimes successfully.   |
| <b>PE curriculum development</b>             | <p>CPD from PE Team Lead has resulted in increasingly consistent and regular formative assessment in PE; use of 'high five', differentiation, photographic evidence and observations.</p> <p>Further development of the above and security in the processes remains a need for the year ahead. Target Tracker has been introduced through CPD in tracking progress in PE and will be further developed in the coming academic year through further CPD and staff support.</p> | <p>Work with the PD Lead and staff from The Regis Sports Academy has secured clear schemes of learning across the PE curriculum, which are in place throughout the school.</p> <p>The PD Team have led CPD on monitoring and assessment in PE which is in place for both formative and summative assessment using assessment for learning practices as well as Target Tracker to measure overall outcomes. Next steps in this area will need to include how this assessment information is used to move learning on both lesson to lesson and year on year.</p> |
| <b>Playtimes</b>                             | <p>Continued effective play observed at playtimes however this is an ongoing need and so will remain a focus of the year ahead.</p> <p>In order to measure impact more effectively school will introduce 'happiness rating' which will measure children's attitudes to school and playtimes.</p>  | <p>The purchase of large and small scale playground equipment and restructuring the playground to facilitate a wider range of, and space for, active play has resulted in a reduction of incidents of negative playtime behaviours and higher levels of engagement in active play.</p> <p>The school happiness rating showed high levels of happiness in school from all children and outlined that 100% children feel safe, have positive attitudes to learning and feelings of self-worth.</p>  |
| <b>Provision for participation in sports</b> | <p>The school continues to offer the multi-skills club before school twice a week, as well the tennis club and football. In addition to staff led dance club after school.</p> <p>An additional gardening club will be added to provide a greater range of active clubs across the school.</p>  | <p>Participation in extra-curricular sports is high and children are positive about the range and quality of experiences provided. Multi-skills club increased to before school 5 times a week, to offer children more opportunities and participation.</p> <p>Participation in off-site sports events have been maintained,</p>  |

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|  | <p>Further to the above children also participated in Dance House, Sports Day and Sports Relief.</p> <p>In order to inspire children to participate in sports the school brought in a famous athlete in 2015-16 who supported the school with a special sports event.</p> | <p>including potted sports and multi-sports.</p> <p>Participation in additional sports opportunities included Dance House, Sports Day, and on-site sports events were maintained and extremely well attended. In the Dance House competition, the school was successful in gaining a place in the 'Highlights Evening', where only the best dances were selected to perform again. This reflects the impact of Dance CPD and the high quality of teaching and learning of Dance.</p> |
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