



Greneway Middle School

Together Everyone Achieves More

PE and Sport Premium

ACTION PLAN 2014/2015

EVALUATIONS

Amount of Grant Received: £9100

Amount of Grant used: £9100



Evidencing the Impact of the Primary PE and Sport Premium

Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport



REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2014/ 2015

| Key priorities to date: | Key achievements/What worked well: | Key Learning: Impact Value for money ✓ | What will change next year: 2015/2016 |
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| <p>1. Continue to contribute to the employment of our own School Sports Co-ordinator (RD) as part of NE Herts SSP.</p> | <p>1. Lesson observations – engaged learners achieving well across the ability range and then extending into enrichment activities</p> <p>2. PE TA ‘up-skilled’ in swimming, athletics, football, speedstacks, dodgeball and basketball</p> <p>3. Pupil perception Surveys: More pupils (up 12%) enjoying all of their PE learning and increase of 18% taking part in at least one club</p> <p>4. Twice yearly data review: See above</p> <p>5. Feedback from first schools: Very positive and impressed with Year 3/4 festivals and new ones in particular e.g. Athletics and CPD workshops run by RD</p> <p>6. Also increase in FS organising own inter-school events with RD support</p> <p>7. RD supported Jan Wood (PDM) with the delivery of the extended North East Herts SSP programme. RD had a particular focus on the Greneway family of schools: Icknield Walk, Studlands Rise, Reed and St Marys.</p> <p>8. Effectively employed expert advice from SGO to evaluate strengths and weaknesses in PESS and implement plans for improvement</p> | <p>1. All children developed more confidence to participate in physical activity this year and extended beyond the curriculum ✓</p> <p>2. All staff teach good or outstanding PE lessons and TA competence improved significantly ✓</p> <p>3. Speedstacks and dodgeball activities appealed to an increased number of pupils ✓</p> <p>4. Data review indicated clear trends ✓</p> <p>5. Improved confidence in planning and delivery of high quality physical education in our First Schools leading to improved PE and Sport outcomes for all in the Royston Area Schools Partnership (RASP) ✓</p> <p>6. First school staff to continue to develop their confidence to organise run and sustain school sporting events. ✓</p> <p>7. See 1,2,3,4,5,6 ✓</p> <p>8. JW advice and guidance were crucial in many successes ✓</p> | <p>1. A greater focus on dance</p> <p>2. Support all staff with gymnastics updates</p> <p>3. Introduce some KS3 Handball as a club</p> <p>4. No change</p> <p>5. Focus on aspects of gymnastics</p> <p>6. More First Schools to get involved</p> <p>7. Same focus</p> <p>8. Same support network in conjunction with YST and AfPE</p> |
| <p>2. Y5/6 to continue to have PE specialist swimming teaching at Royston Leisure Centre (not SP funded)</p> | <p>1. Swimming teaching (in-house) developed through self-directed CPD leading to improved pupils competence and confidence – ESSA Dolphin awards placed Greneway in top 20 in the UK for pupils swimming 25m plus</p> <p>2. Swimming records and data through Swimming Improvement Programme show a KS2 improvement of 14% and for KS3 it was 10%</p> <p>3. ESSA Swimathon led by RD was a major success across KS2/3</p> <p>4. Purchased specialist equipment and teaching resources to develop the curriculum further</p> <p>5. Y5 and Y6 non-swimmers will be offered intensive follow on programme</p> | <p>1. All teachers and TA focused on streamlining leading to improvements across the board with 99% Year 5 and 97% Year 6 swimming 25m unaided ✓</p> <p>2. Greneway SIP has made a real impact ✓</p> <p>3. Every pupil increased their distance swum by an average of 27% and highest school numbers in England ✓</p> <p>4. Some new floats helped with technique improvements ✓</p> <p>5. This did not happen as Leisure Centre could not give us an after-school slot</p> | <p>1. Greater focus on breathing techniques</p> <p>2. Try to achieve 100%</p> <p>3. Try to increase distances for all pupils again – start in Autumn 2015</p> <p>4. No change</p> <p>5. Try to get an after-school slot</p> |



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| <p>3. To further enhance our provision by increasing participation and competitions on an intra, local, district and county basis across eleven sports.</p> | <p>1. Successful half-termly intra school competitions enabling all pupils to be given opportunities for extra-curricular competition. This included:</p> <ul style="list-style-type: none"> • Year 5 Boys Football ABCD • Year 5/6 Girls Football ABC • Year 5/6 Mixed Basketball AB • Year 5/6 Mixed Tag-Rugby ABC • Year 5/6 Mixed SHA AB • Year 5 Hockey AB • Year 6 Hockey ABC • Year 5/6 Speed Stacks • Year 5/6 Mixed Netball ABC • Year 6 Girls Table-Tennis ABC • Year 6 Boys Table-Tennis ABC • Year 5/6 Boys Kwik Cricket AB • Year 5/6 Girls Kwik Cricket AB • Year 5/6 Athletics • Year 5/6 Rounders <p>All intra school competitions led onto district competitions in either North Herts or North East Herts. School Games event winners also competed in county finals.</p> | <p>1. Increased participation, activity levels and competition in PE and school sport so that all pupils develop healthy lifestyles (Emphasis on positive attitudes towards Healthy, Active Lifestyles) ✓</p> <p>2. Increased access to festivals and competitions (Intra-school, inter-school and School Games county finals) ✓</p> <p>3. Competed in HSG in all emboldened sports ✓</p> <p>4. Competitions often also include B and C teams enabling more pupils to participate.</p> | <p>1. Linked with re-accreditation for Healthy Schools status (lead by RD/GC)</p> <p>2. Aim to get more teams involved</p> <p>3. Aim to get into all HSG finals where applicable</p> <p>4. Plan to arrange more B C and D team opportunities</p> |
| <p>4. To encourage greater awareness of healthy lifestyles amongst children and their families.</p> | <p>1. Ran a table-tennis Change4Life Club providing another opportunity for pupils to access good quality physical activity and the understanding of a healthy lifestyle.</p> <p>2. Assemblies focused on how to lead a healthy and active lifestyle and the benefits of this.</p> <p>3. Throughout PE lessons pupils are encouraged and supported to be active not just during the lesson but through leading a healthy lifestyle.</p> <p>4. Pupils provided with positive role models and examples e.g. 'This Girl Can' campaign</p> <p>5. Purchased specialist equipment and teaching resources to develop a non-traditional activity eg. table tennis and speedstacks</p> <p>6. Employing specialist PE teachers to increase subject knowledge and confidence</p> <p>7. Buying into local, existing sports networks e.g. SNHSSA and NEHSSP and AIFE</p> | <p>1. Increased pupil participation: 12% ✓ Enhanced, extended, inclusive extra-curricular provision up 7% ✓</p> <p>2. Positive attitudes to health and well-being</p> <p>3. Improved behaviour: in PE lessons reduction of BPs by 10% and a whole school reduction of 25% ✓</p> <p>4. Average attendance whole school increased by 4% ✓</p> <p>5. Improved pupil attitudes to PESS with 29% increase in Achievement Points (APs) ✓</p> <p>6. Positive impact on whole school improvement: increased PESS APs led to improved House achievements ✓</p> <p>7. Easier pupil management - NLP and Growth Mindset principles implemented were very successful ✓</p> <p>8. Enhanced communication with parents / carers: Increased use of school blogs and PE and Arts Twitter accounts ✓</p> <p>9. school-community links were maintained well ✓</p> <p>10. Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values: over 26% of all school APs achieved are for O/P values ✓</p> | <p>1. Continue with very successful TT and SStacks clubs and festivals</p> <p>2. Re-accreditation for Healthy Schools in partnership with improved school snacks</p> <p>7. Staff CPD to include NLP updates</p> <p>8. More use of school blog and website</p> <p>9. More emphasis still on APs for O/P values</p> |



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| 5. Access the North East Herts School Sport support programme. | <ol style="list-style-type: none"> 1. A weekly sports leaders programme for pupils at Greneway to attend 2. Opportunities for pupils to apply their leadership skills within the curriculum and through extra-curricular activities including first school festivals. 3. Improving staff professional learning to upskill teachers and teaching assistants 4. Paying RD (SSCo) an allowance to lead improvements in PE and School Sport 5. Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement e.g. SGO (JW) | <ol style="list-style-type: none"> 1. This involved training, for both staff and children, and allowed us access to a range of events including non-competitive and tiered competitions at school level and beyond ✓ 2. Further development of our Sports Leaders through Greneway-based activities, First school festivals and competitions. Identified pupils also given the opportunity to extend their leadership through the SSOC and as sports ambassadors. ✓ | <ol style="list-style-type: none"> 1. Do not split the groups as much and train alternate weeks (YSL survey) 2. Try to involve the leaders in more of the tiered events e.g TAG rugby 3. Select the SSOC earlier |
| 6. Continue to develop our outstanding extra-curricular programme. | <ol style="list-style-type: none"> 1. Employing our coaches to provide extra-curricular sporting opportunities 2. Providing high quality professional learning for adults supporting learning (ASL's) to run sports teams, after school clubs and intra-school opportunities e.g. KF in football, basketball and dodgeball 3. providing pupils who are gifted and talented in sport with more expert, intensive coaching and support with all staff having NGB awards for all our sports as well as being PE graduate teachers 4. Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement – very successful with JW and her myriad of HQ PE experiences | <ol style="list-style-type: none"> 1. Raising activity levels and achieving success in the School Games events: Greneway were successful in all the events we participated in ✓ 2. Enhanced school-club links and further develop exit routes for participation and Excellence – rugby and cricket esp. ✓ 3. Increased pupil participation: KS2 up 15% KS3 up 19% ✓ 4. Improved standards – Year 8 exit data for PE very high ✓ 5. Positive attitudes to health and well-being 6. Improved behaviour and attendance and reduction of low level disruption LLD down by 21% ✓ 7. Improved pupil attitudes to PESS with 29% increase in Achievement Points (APs) ✓ 8. Positive impact on whole school improvement: increased PESS APs led to improved House achievements ✓ 9. Easier pupil management - NLP and Growth Mindset principles implemented were very successful ✓ 10. Enhanced communication with parents / carers: Increased use of school blogs and PE and Arts Twitter accounts ✓ 11. school-community links were maintained well ✓ 12. Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values: over 22% of all school APs achieved are for O/P values ✓ | <ol style="list-style-type: none"> 1. Introducing an in-school physical activity programme 2. Continue with very successful TT and SStacks clubs and festivals 3. Re-accreditation for Healthy Schools in partnership with improved school snacks 4. Staff CPD to include NLP updates 5. More use of school blog and website 6. More emphasis still on APs for O/P values |



| Key priorities to date: | Key achievements/What worked well: | Key Learning: Impact Value for money ✓ | What will change next year: 2015/2016 |
|--|--|---|---|
| 7. To further support the development of identified pupils within each year through PE and School Sport opportunities. | <ol style="list-style-type: none"> 1. Employing expert (JW and AfPE) to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement 2. Paying RD an allowance to lead improvements in PESS 3. Providing PL on how to teach PE effectively 4. Employing specialist PE teachers | <ol style="list-style-type: none"> 1. To increase the pupils confidence, motivation and involvement in extra-curricular opportunities. ✓ 2. Whole school targets met more effectively e.g. physical literacy ✓ 3. Pupils understand the value of PESS to their learning across the school ✓ 4. Pupil concentration, commitment, self-esteem and behaviour enhanced (see above data) ✓ 5. Positive behaviour and a sense of fair play enhanced (see above APs data) ✓ 6. Good citizenship promoted esp Sports leaders ✓ 7. Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values ✓ | <ol style="list-style-type: none"> 1. Organise more intra-school events to get more involved 2. Update APs and BPs total every term 3. Ensure citizenship APs are achieved by Sports leaders 4. Reinforce use of O/P values in assemblies and with blog |
| Review the impact that the funding has had on other factors | <ol style="list-style-type: none"> 1. On-going review of provision for each of the following areas: <ul style="list-style-type: none"> • Leadership and Management: developed RD role • Achievement: pupils across all years achieved well • Quality of Teaching: all observed lessons were outstanding • Behaviour and Safety: Learning behaviour was improved across the subject • Quality of the curriculum: enhanced swimming and dance SoL 2. On-going review of the profile of PESS through NEHSSP and school review 3. On-going review of impact on Professional Learning for PE and Sport – very effective 4. Employing expert advice to evaluate the school's current provision strengths and areas for development - AfPE, SGO, YST 5. Employing evaluation tools to measure and monitor progress and impact e.g. AfPE QMD and this evaluation! 6. Securing time for the subject leader to undertake reviews and construct further development plans | <ol style="list-style-type: none"> 1. We have further evidence of impact to support the effective use of the funding 2. It has helped to identify the added value of the funding 3. It has supported the identification of other areas of need to direct funding spend towards to enhance overall provision – e.g. table tennis (indoor and outdoor) and dance 4. Use of RD and JW have continued to be especially beneficial ✓ 5. £150 school membership to AfPE ✓ | <ol style="list-style-type: none"> 1. Employ expert advice to evaluate the school's current provision strengths and areas for development - AfPE, SGO, 2. Employ AfPE evaluation tools to measure and monitor progress and impact and this evaluation 3. Update process of M/E in relation to changing Ofsted framework 4. Develop a healthy eating policy, and further encourage pupils to think about a balanced diet and having everything in moderation. 5. Use 5 key indicators as framework for 2015/16 plan |



Primary PE and Sport Premium Expenditure 2014/2015

