

PE & SPORTS GRANT INFORMATION 2020-2021



PE & Sports Grant Information	
School	Dartington Church of England Primary
PE & Sports Grant Allocation September 2020 – July 2021	£18,240

Spending Overview:

Rationale

Dartington Church of England Primary and Nursery is dedicated to delivering high quality PE & school sport to all children. We aim to raise standards in PE and equip the children with the desire, skills, knowledge and understanding necessary to lead a healthy lifestyle.

ACTIVITY	COST £	IMPACT SOUGHT
To improve the teaching and learning of PE across the school	£6318	<p>To develop the quality of existing PE teaching through continuing professional learning in PE for staff. Teachers will have raised confidence and knowledge and understanding in teaching PE from a model of peer teaching and lesson study supported by PE specialists, and teachers from Spires college. Further support will be provided by specialist PE teachers KEVICC, through our link with Dartmoor SSP. This will result in empowering all primary students to improve their health, skills and physical literacy, and have a broader exposure to a range of sports.</p> <p>Staff CPD sessions, including access to high quality planning, for teachers on specific areas from their PE audit where needed.</p> <p>Promotion of healthy lifestyles through eating, keeping safe and physical fitness and raising of self-esteem. To assist schools, parents and children in understanding and</p>

		valuing the benefits of high quality PE and sport, including its use as a tool for whole school improvement.
To develop the participation in intra and inter school sport including able and gifted children in PE.	£4280	<p>Annual Subscription to SDCC Sports Partnership, including KEVICC TLC Commitments Organisation and running of inter-school and intra-school sports events. Organisation and running of CPD courses to meet the demand of local schools. Termly meetings to address issues- share good practice amongst schools. Sport, Dance and Play Leading Training. Specialist teacher support targeted at aspects of PE and sport, as required TLC events and festivals Gifted and Talented programmes</p> <p>Competitions for able and gifted pupils to provide opportunities to engage in competitions with other talented sports pupils locally through the School Sports Partnership.</p> <p>Increased attendance and participation in inter school activities and a wider variety of opportunities are on offer to engage more children. The increased selection of school festivals include, netball, athletics, rugby, futsal, golf, gymnastics, rounders, basketball and tennis. These festivals are aimed at children that are less active and encourage greater participation in a friendly environment.</p>
Supporting SEND children to make healthy lifestyles	£3,000	<p>Lunchtime clubs and after school clubs enhance the PE and Sport curriculum across the school to enable SEND to be active.</p> <p>Lunchtime clubs, utilising the expertise of professionals, will focus on targeting less active children and increase participation within PP and SEN children. This will teach them strategies to enable them the ability to learn social skills, teamwork and leadership and promote healthy lifestyles.</p>
Access to Forest School learning in addition to regular timetabled sessions	£3,522	These targeted sessions will increase the proportion of vulnerable children with additional needs being outdoors, engaging and growing their own personal development, including those with SEMH needs.
Introduction of 'all weather' equipment to keep children active and interacting building physical literacy.	£1000	This equipment will enhance the provision in the playground. Children are out at playtime for up to 90 minutes a day. This is a prime opportunity to ensure that they are physically active for this time and support wellbeing and social skills including turn taking.
Life guards	£120	

TOTAL	£18,240	
REVIEW JULY 2021		
<p>To improve the teaching and learning of PE across the school</p>		<p>With weekly coaching and a model of peer teaching from Spires PE specialists this year, the teacher's confidence and knowledge of how to plan and teach a PE session has improved. The audit at the beginning of the year showed that teachers did not feel confident in teaching PE. Teachers are no longer 'afraid' of teaching PE and have been supported to plan and teach lessons that enable all children to access and make progress. 100% of teachers said they were confident with teaching the areas of the PE curriculum that they have had CPD in this year. This has risen from an average of 50%.</p> <p>There have been staff CPD sessions on Tag Rugby this year which helped the staff to plan and deliver Tag Rugby sessions. Teachers' self-assessments (before and after CPD) show increased confidence in planning and teaching stimulating and appropriately challenging (effective) lessons both indoors and outdoors, improved behaviour management during PE lessons (including personalised learning to ensure challenge levels are appropriate for different groups/individuals) and engendering an enthusiasm and love of PE lessons - for both staff and pupils. Other specialist areas of the curriculum have been identified, through this years' CPD process, for further development, next year.</p> <p>We have had a trained PE teacher from the local secondary school who has given CPD and coaching in the classroom on dance, athletics, gymnastics, multi skills, team building games, athletics, dodgeball, football and cricket. This has given increased confidence and ability to plan and deliver high quality PE lessons. Increased skills level, enthusiasm and confidence in the children and their physical learning. All children in the school are now getting the full 2 hours PE sessions plus two hours of outdoor activity through forest school too.</p> <p>The impact of the improved planning and teaching of PE across the school means that all children are now showing good progress with individual needs supported within curriculum PE lessons.</p> <p>There has been a significant rise in engagement of the pupils in PE as a result of PE being taught weekly in all classes by specialist coaches. This has raised the profile of physical activity and kick started healthy active lifestyles. The number of teaching sessions have increased across the school Curricular PE sessions delivered: 208 (12 sessions per week)</p>

		<p>Intervention sessions delivered: 338 (13 per week) The impact of this provision this year and targeted intervention sessions has been the progress of the children across the school. End of year teaching assessments show that 89% of children are working at expected in active and competence levels and 17% are exceeding age expectations.</p>
<p>To develop the participation in intra and inter school sport including able and gifted children in PE.</p>		<p>Due to lockdown, this has all been virtual. There have been opportunities to engage in virtual festivals e.g gymnastics and cross country. This has enabled children to compete at County level developing a sense of pride, resilience, belonging and competition. It opens up links and opportunities to external sports clubs and allows them to experience sports that they may not normally have access to.</p> <p>There has also been a fitness skills competition that was run across a number of schools. This enabled children to compete across schools in a number of activities and develop their connections, connectivity and staying active in lockdown. The children learnt how taking part was the important part of healthy competition and our Year 6 team were delighted to be awarded first place in our inter school.</p> <p>Inter school competition through the Golden Mile tracker has improved physical and mental wellbeing for all children. It has encouraged children to be as active as possible and encouraged them to have fun whilst being active for at least an hour per day. Children across the school have had additional PE through Yoga, dance and relaxation in class. Facilitated by the Go Noodle Programme, all classes are used throughout the week as an additional Physical Exercise within class. The children competed in lockdown with a Countywide Gymnastics competition. This increased enthusiasm across the school in this area and the resources provided enabled staff to increase their subject knowledge and strengthen planning. It gave the children aspiration to compete at County Level.</p> <p>These opportunities enable us to make wider links to other aspects of our curriculum learning, for example, healthy eating week. These are mapped out across the school year and link within our curriculum.</p>
<p>Supporting SEND children to make healthy lifestyles</p>		<p>Lunchtime clubs are in place. The children who need them have been grouped to meet their needs with outdoor activities, calming areas and quiet eating zones. These children do not eat in the cafeteria. They have a safe, quiet place to eat their food and then have structured activities led by an adult. SEND children are receiving</p>

		<p>additional support with eating lunch, enabling them to ensure they are well nourished and benefitting from a healthy and balanced meal The impact of this is the number of dysregulation incidents at lunchtime have reduced. This has also improved transitions for children going back into class. The number of school refusals has dropped as the children feel safe and needs are being met.</p> <p>Attendance has improved from 22 (12 school refusal) absent sessions to 2 sessions that were only missed due to a medical incident.</p>
<p>Access to Forest School learning in addition to regular timetabled sessions to support SEMH children.</p>		<p>Weekly targeted forest school sessions with children with additional needs and SEMH have been in place. These have impacted on these children and supported them by building confidence in children and improving their knowledge and understanding of forest school curriculum. There have also been benefits for fine motor skills and support with making the right choices. This has helped children with additional needs and SEMH to better integrate with the rest of the class. They have had the opportunity to learn important life skills through individual support and coaching within differing activities. Forest School sessions have been an integral part of ensuring that children with SEMH needs feel safe and valued within our school community and better able to access the wider curriculum.</p> <p>These targeted sessions increase the proportion of vulnerable children with additional needs being outdoors, engaging and growing their own personal development, including those with SEMH needs.</p>
<p>Swimming top up lessons and Life guards</p>		<p>During the Summer term, the Year 5 and Year 6 children have been able to have top up lessons in the local community pool. They have received coaching from a qualified swimming instructor weekly. This has impacted on the levels of children able to swim 25m. There are now 83% of children in Year 6 who can swim 25m.</p>