

Sports Premium Development

ACTION PLAN 2014 – 2015

Cavendish Close Infant School

Identified areas of relative strength	<ul style="list-style-type: none"> • Pupils are engaged in PE lessons • Whole school shared vision for PE and School Sport • Emphasis on developing fundamental skills through a clear progressive PE plan 		
Identified areas of development	<ul style="list-style-type: none"> • Confidence and consistency of PE teaching • Understanding and use of specific vocabulary • Understanding the importance of PE and School Sport in developing the whole child and linking it to improved standards across the curriculum 		
Development foci	<ul style="list-style-type: none"> • Whole school and targeted individual CPD across the PE curriculum • Linking PE and school Sport explicitly with PSED • Lunchtime provision 		
Total Sport Premium funding for school in 2014 - 2015	£8,855	Cost of development programme outlined below	£8,855

Quality of Physical Education Teaching

Priority -Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	Costs
Evaluate progress of teacher's understanding of PE provision in school and their confidence in teaching across the subject.	Skills audit completed by all teaching staff during October, to establish levels of motivation and skill within specific areas of PE curriculum. Staff meeting revisiting school mission statement for PE	September 2014 October 2014	CH	Audit completed. Areas for development identified.	Generate score form skills audit to provide a baseline with which to measure progress in teachers knowledge, skills and confidence against	Membership to afPE and Youth Sport Trust £355
Increase knowledge of PE and subject leadership to ensure quality teaching and learning of PE	Staff attendance at targeted SSP professional development workshops throughout academic year based on feedback from skills audit PE leader to attend PE conference and network meetings	Ongoing throughout year	SSP Programme	Individual needs identified and teachers signposted towards relevant courses. Teachers feedback to all staff during staff meetings 95% of PE lessons observed are good or better.	Lesson observations to monitor quality of teaching and learning in gymnastics and dance.	Affiliation to Derby City SSP and unlimited training access £650
Children identify what they do well and how they can improve and can talk about PE and School Sport using subject specific vocabulary	Working wall in hall Physical Literacy posters, evaluation cards and vocabulary on display. Prior learning is revisited at the start of each session	Four extended staff meetings during October and November February 2014	SSP DCCT JG	Gymnastics apparatus cards are in hall and being used. FS2 and KS1 delivering SSP scheme of work on gymnastics	Observations of gymnastics to be carried out in Spring 2015 to assess impact	Evaluation cards Vocabulary cards Pathways

<p>Clear progressive plan for PE curriculum.</p>	<p>Planning scrutiny completed across the school to identify specific areas in need of development.</p> <p>Teachers skills audit to identify areas to develop</p> <p>Continue to implement DSSP gymnastics scheme across FS and KS1</p> <p>Continue to implement DSSP gymnastics scheme across FS and KS1</p>	<p>Spring term 2014</p> <p>Repeated in Summer term 2014.</p>	<p>CH</p> <p>All staff</p>	<p>All year groups using schemes of work from SSP and adapting accordingly.</p> <p>Improved scores for PSED and PD at end of EYFS</p>	<p>Longer PE slots in the halls and blocked PE elements to ensure consistent development of skills.</p> <p>Long term overview of PE established.</p> <p>Observations of gymnastics to be carried out in Spring 2015 to assess impact</p>	<p>PE lead time to scrutinise planning once per term</p>
<p>Teachers use STTEP model to differentiate PE and School Sport lessons</p>	<p>Staff meeting in introducing STTEP model</p> <p>STTEP model on working wall</p> <p>Opportunities identified on planning for competent and hesitant movers.</p>	<p>December 2014</p>	<p>CH</p> <p>All staff</p>	<p>STTEP model evident in planning and in lesson observations</p>	<p>Lesson observations and planning scrutiny</p>	<p>STTEP model on working wall</p>

Achievement

Priority -Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	
<p>Develop opportunities for children to develop fundamental skills at playtime and lunchtime.</p>	<p>Midday supervisors to have Mini Leaders training delivered by DSSP trainer</p> <p>DSSP trainer to revisit in Spring</p>	<p>November 2014</p> <p>Reviewed Spring 2014</p>	<p>Curriculum Team</p> <p>MDS</p>	<p>All children are active during play times and lunchtimes and using equipment responsibly</p>	<p>All pupils are using the equipment at playtimes and lunchtimes.</p> <p>Observations during lunchtime</p> <p>Pupil interviews in</p>	<p>Training Resources for playtimes</p> <p>Circuit targets and stopwatches</p>

					January then followed up in Spring 2015 to measure impact.	
Encourage children's self-management skills	<p>Organise hall to allow space for storage where it is accessible for staff and children</p> <p>Use working wall in hall to support children to use specific vocabulary and make connections between their physical activity to their 'HEAD, HEART and HANDS'</p> <p>Use evaluation cards to support children to identify what they do well and how they can improve.</p> <p>Explicit links are made to children's personal, social and emotional wellbeing.</p> <p>Dinner hall display to make links between physical activity and health and wellbeing</p>	July 2015	CH, TO, KM	<p>Children are given opportunity to make choice about equipment they choose during PE lessons.</p> <p>Children are 'choosing it, using it and putting it away' independently.</p> <p>Teachers are using resources more effectively to differentiate during PE sessions.</p> <p>Children confident in the formation of new gymnastic stations for their level – allowing progression.</p> <p>Improved scores for PSED and PD at end of EYFS</p>	<p>95% of pupils are engaging in their PE lessons and are being responsible for the resources they choose.</p> <p>Pupil interviews show evidence of self-evaluation and subject specific vocabulary</p>	<p>Gymnastic stations cards</p> <p>Working wall</p> <p>Evaluation cards</p> <p>PE lead to develop above</p>
To improve children's core stability and balance	<p>FS2 and identified Y1 children have 'Balanceability' sessions weekly.</p> <p>Cycle Derby 'Balanceability' day</p> <p>Julie Goodman to attend training</p>	By July 2015	JG Cycle Derby	<p>60% of FS2 pupils ready to lose stabilisers</p> <p>Physical Literacy scores increase by average 3 points per term</p>	<p>Scores from Cycle Derby</p> <p>Physical Literacy scores</p>	<p>Shed to store bikes</p> <p>Larger bikes and helmets ordered</p>
To improve children's health and fitness and	<p>Provide opportunities across the curriculum for children to be competitive with themselves and</p>	On going to be reviewed in October	CH, TO	<p>Cross curricular competitive opportunities</p>	<p>Planning scrutiny</p> <p>Pupil interviews</p>	<p>Strength cards</p>

embed values of fairness and respect	others	2015		identified in planning Improved scores for PSED and PD at end of EYFS		
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Leadership

Priority -Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	
Whole school vision and direction for PE and School Sport.	Staff meeting time to review shared PE vision suited to the children, parents and staff at our school.	December 2014	CH	School vision established and shared with staff.	Our vision is that we want children at Cavendish Close Infant School to be C onfident H ealthy O pportunitites I nspired C ompetitive E njoying physical activity	None

OSH (Out of School Hours)

Priority - Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	Costs
To increase the number and variety of after school activities.	Extend afterschool provision to include dance and FUNdamentals as well as maintaining football and gymnastics. Discussion with staff to share	Ongoing	CH DCCT	More children participating in OSH clubs	Pupil questionnaires to rate OSH clubs	HLTA cover 12.83 per hour x2 weekly

	opinions and view and come to a shared decision about OSH clubs					
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