



PE Impact Report 2014/15

Evidence	Impact
PULSE Playground Leaders	KS2 Leaders supporting and leading KS1 games and activities Develop confidence Develop physical skills and physical literacy
PULSE	Deliver direct PE teaching to KS1 and KS2 children following National Curriculum. PPA cover, after school clubs. 11 hours per week delivering direct teaching to 350 children from qualified coaching staff. promote healthy lifestyle within school through PE and after school clubs, boost confidence and self esteem levels, safe and responsible use of equipment, emphasis on working together to enable participation in competitions organised intra school and within pyramid. total inclusion of all pupils regardless of skill or ability.
Bike It Crew	Pupil initiative to monitor and sustain use of bikes and scooters as means of travelling to and from school Develop pupil responsibility Application for positions on crew
Bike Racks	Pupil Voice/ School Council initiative and involvement Secured funding for racks and installation Accessible for whole school Secure and safe – aimed at improving active travel to school Pre-initiative survey done alongside Bike It to monitor use

<p>Active Travel Policy</p>	<p>Ensures safe and responsible use of bikes and scooters on school grounds Sets up parental/pupil/school agreement for use improving both mental and physical health through physical activity establishing positive active travel behaviour promoting independence and improving safety awareness reducing congestion, noise and pollution in the community reducing the environmental impact of the journey to school</p>
<p>After School Clubs (Dance, Football, Taekwondo, Multi-skills, Box Fitness, Hockey, Mini Kicks)</p>	<p><u>Dance:</u> (Strictly Balby) Ran from September, 1 hour per week for 25 children (22 female, 3 males) different genres of dance covered including irish, street, stomp, contemporary and modern dance- working towards end of term performances. Promotes healthy lifestyle, team work, enjoyment of learning in and through dance, motivational, self esteem, develops confidence and gives insight to Dance discipline using correct terminology. Club ran by qualified dance teacher. <u>Football:</u> weekly. KS2 boys and girls. trained by qualified coaches. participants learn skills, drills and football techniques to be put into a game situation. <u>Taekwondo:</u> weekly club offered to KS2 pupils. Children learn skills, patterns, self defence and techniques. <u>Multi-skills-</u> ran by PE specialists PULSE. KS1. variety of different sports and skills taught. develops motor skills, promotes healthy lifestyle, team work, working with other, social interaction skills. <u>Box Fitness-</u> ran by PE specialists PULSE. KS1. Children are taught about safety, discipline and self respect during fitness class. confidence and self -esteem boosted. circuit training and boxing through fitness technique, self defence. <u>Hockey-</u> KS2 children offered weekly hockey club. Basic hockey skills learnt and played in a game situation. <u>Mini Kicks-</u> Early years and KS1 club. Fundamental skills, team work, physical and social development,</p>

	<p>promotes healthy lifestyle, motor control and self esteem. Children to learn and enjoy physical activity.</p>
<p>Competitions (Dance, Cheerpom, Football, Sports Hall Athletics/ Virtual Games, Sports Days Athletics)</p>	<p>Dance festival: Strictly Balby took part in pyramid dance festival. All 25 in attendance. promoting community ethos, team work Cheer Pom: 7 year 6 females attended cheer pom competition. New skill learnt for competition. 3rd in the competition out of 7. Performed for school. football: pyramid and interschool. year 3,4,5 and 6 competed against other schools in tournaments. Sports Weeks: Across school, all pupils involved</p>
<p>Performances (Strictly Balby – Christmas, Easter and Summer Show; Picnic Day Performances)</p>	<p>25 children (22 Female, 3 Male) participated in end of term performances to invited audience of 60. Pupils worked on different dance skills/genres including irish, street, contemporary, stomp and modern dance. picnic day- whole school event. 420 children (whole school) all participated and learnt a dance based on broadway.</p>
<p>Team Teach Training</p>	<p>6 half days across staff in school Bespoke to suit needs of teaching staff and support areas of development</p>
<p>Gym Equipment</p>	<p>From attending gymnastics course it was necessary to purchase new equipment such as mats, dance pack and flight resources. Enhanced quality and provision of Gymnastics strand of PE</p>
<p>Games Equipment</p>	<p>Enhanced quality and provision of Games strand of PE</p>
<p>Observing, Monitoring and Feedback</p>	<p>2 half days 3 members of staff supported for new role as shared coordinators Observation of staff members to ensure quality of teaching and learning in PE</p>

	Support with observation techniques and quality assurance to develop staff capabilities and confidence Support with PE documentation and priority planning ofr following academic year
Gymnastic Training	2 day Gymnastics course delivered by Sports Basics (Gymnastics Education) Course focus: fitness and games, connection skills, rolling skills, balance, sequence building, hand apparatus, partner balance and flight. Opportunity to develop basic strength, developing and understanding use of equipment and choreographic skills using gymnastic skill.
Orienteering Training	1 member of staff 1 day. Course enabled colleague to develop and deliver effective orienteering strand of the curriculum with a view to training other staff in following academic year.
Co-ordinator Role Training	
Dance Training	2 members of staff attended 2 hour dance training. course enabled colleagues to develop and deliver more effective dance lessons to both KS1 and KS2.
TOPs fundamental movement skills Training	
Mini Kicks Training	Staff training for EYFS staff Fundamental skills Support delivering Physical Education within EYFS setting
Mini Kicks Curriculum	EYFS Staff access to Mini Kicks curriculum to roll out across the year following training
Coordinator Report to Governors	Impact reporting to share outcomes of the year
Coordinator Report on Multi-Abilities Evidence	Consideration of multi-abilities across school Evidence gathering of multi-abilities within the school
Coordinator Report on OfSTED New Criteria	In line with OFSTED's new framework, Balby Central have considered how they contribute to Personal

	Development, Behaviour and Welfare of Pupils and gathering evidence to support this
Coordinator Skills Ladders Development	Development of Skills Ladders for Games, Dance and Gymnastics for each year group Skill development - acquiring and developing skills, composition skills, evaluating and improving performance, knowledge of health and fitness and vocabulary linked to subjects and is stage/age-appropriate
Cycle to School Week	Active Travel initiative to encourage chn to ride or scoot to school Increased participation and parental support to do so
Golden Lock Competition (Weekly)	Sustain use of bike racks Continual promotion of active travel
Cycle Skills (Year 5)	Support of safe use Expert staff to deliver skill-based training across year group
Cycle Skills (Stabilisers)	Invitation to KS1 to 'learn to ride' Parental engagement and support
Bike It Breakfast (Healthy Eating)	Promotion of Healthy Eating initiatives for children who attend school on bike/scooter
Attendance Initiative (DCLT)	Partnership agreement with local sports facility to incentivise attendance through sports and activities Improved attendance across school from previous years
Sports Leadership Connections	Utilisation of sports leaders from comprehensive school to enhance after-school provision and provide a safe and supportive environment for them to practise leadership skills Role models for children

Equipment Audit	<p>Full audit of all PE equipment in school conducted by PE coordinator</p> <p>Profiling of provision and accessibility for all sports and strands of PE coverage</p>
Inspiration Boards	<p>Children across school have access to information boards offering sports across the region. Inspirational sports men and women used to inspire and enthuse children to take part in different sporting activities within school and also outside of school.</p>
Assemblies (Sports and People Related)	<p>Chn's increased awareness of Sports men and women as well as sporting events on a regional, national and global scale</p>
Kits (Football, Dance, Cheerpom, PULSE Leaders)	<p>Develop sense of sporting community</p> <p>Develop team ethos</p> <p>Representation of the school</p> <p>Representation of groups</p> <p>Behavioural Incentive</p>
Impact Report Support	<p>Active Fusion staff to support co-ordinators on reporting PE spending for year</p>
Sainsbury's School Games Mark	<p>Inter- and Intra- School competition-based and sports activity across school</p> <p>Bronze Award achieved through criteria meeting</p>
Active Fusion Sports Premium Review Award	<p>Review alongside Active Fusion staff</p> <p>Bronze Award achieved</p>
YST Affiliation	<p>Competitions</p> <p>Online Access to support resources</p> <p>Regional networking</p> <p>Access to TYST Sports Quality Mark</p> <p>Access to professional learning and events linked to Active Fusion</p> <p>National Communication to effect priority documentation</p>
DSSHA Affiliation	<p>Inter-school competition Calendar</p>

	<p>Increase the number and range of quality, inclusive opportunities so that more young people can partake in inter school sport, festivals and competitions</p> <p>Support the development of young people in schools as sports leaders, performers, coaches and officials</p> <p>Support the organisation of clubs and teams that compete at local, regional and national level</p> <p>Ensure we adhere to the DSSHA code of conduct for performers, spectators and members of staff</p> <p>Recognise the contributions, successes and achievements of individuals and teams</p>
<p>Change 4 Life Flight Equipment</p>	<p>Funding secured</p> <p>Curriculum enhancement set</p> <p>Improved quality of provision for gaps in the curriculum</p>