



As valued individuals we all belong to a respectful, caring, unique community
where together we grow through fun, active learning.

Mildmay Infant & Nursery School

Sports Funding Grant

2016-2017

Sports Funding Grant Expenditure 2016-17



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Sports Funding Grant Expenditure Report

Number of pupils and Sports Funding Grant received:	
Total number of pupils on roll 2016 - 2017:	307
Sports Funding Grant received 2016 – 2017:	£10,216.00

Record of PPG spending by item/project 2015/16			
Item/project:	Cost:	Objective:	Desired Outcomes:
Membership to the Chelmsford Sports Partnership	£1471.50	<ul style="list-style-type: none"> To introduce new sports and physical activities to engage all pupils. To engage the children in sports competitions internally and with other Chelmsford Schools. To engage in sports activities with other schools. To provide existing staff with the training to help them teach PE & sport more effectively. 	<ul style="list-style-type: none"> The children in the school regularly participate in a variety of sports on a regular basis. The introduction of new sports activities encourage full participation from all learners. Children / parents will investigate other sporting activities through internal and external clubs.
Sports Coach for academic year.	(£8745.00 of cost taken from Sports Funding.)	<ul style="list-style-type: none"> To enhance the quality of PE lessons through teaching a variety of skills, games and exercises. To run additional sports based clubs during lunchtime which focus on positive behaviours and wellbeing. To coordinate a variety of sporting activities at lunch times to encourage the children to play both supporting and independently according to the activity. To provide new sporting opportunities for children and staff. To facilitating the running of sports competitions internally and externally. To encourage pupils participation in a variety sports and activities. Running or supporting of extra – curricular sports clubs on a Rota basis. E.g. Basketball, 	<ul style="list-style-type: none"> PE Lessons differentiated further and challenges for all pupils beyond a normal PE lesson. New games skills and positive life skills promoted at lunchtimes. A variety of PE skills and strategies taught to children and performance raised. High levels of wellbeing and involvement for all pupils. Quality of teaching in PE developed further to impact on the progress of the children. PE used across the curriculum to raise standards.

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		Tag Rugby, Cross Country, Cheerleading.	
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Summary of Sports Funding Grant spending 2016 - 2017

Vision:

All Pupils leaving primary school being physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Objectives:

- To achieve self – sustaining improvement in the quality of PE and sport in Primary schools.
- To make additional and sustainable improvements to the quality of PE and sports offered to our children.
- To ensure physical activity and sports are inclusive for all learners in our school.

What our Sports Funding has provided for the Children and Staff at Mildmay Infant & Nursery School so far:

Level 2 Competitions:

- **3 Tees** training for two teachers and four children based on Infant Cricket Skills. The children will then deliver skills taught to rest of the children to run in school competitions. Also 24 children will be taken to compete in a Chelmsford School Partnership Competition.
- **Tag Rugby** training for two teachers and four students to learn the rules and skills of Tag Rugby. Three teams of 8 take part in a Chelmsford Schools Sports Partnership schools competition.
- **All In** at Columbus Special School – inclusive sports competition.
- **Mini Games** – Chelmsford Schools Athletics Tournament for all Yr 2 children.
- **Yr 2 Cricket** coaching – four week block.
- **Cheerleading** Club & Tournament.

Courses to impact on quality PE lessons:

- PE training and release cover for NQT teachers through Local Authority Training.
- PLT training and release time for PE Coordinator
- Release time for Team Teaching in PE to enhance good practice. (Linked to staff questionnaire.)
- Release time for PE Coordinator to monitor the impact of PE support and children's skills to then work on next steps to fully utilise next year's funding.
- PE coordinator completing termly monitoring of access to PE through pupil questionnaires.
- Revision of PE Scheme of Work in line with new curriculum and variety of activities.

Twilight Training:

- Two teachers: **Tag Rugby**
- Two teachers: **EYFS Gymnastics**
- Two teachers: **Tennis workshops** (Two part training.)
- Two teachers: **Gym Trail** Workshop (Inclusive PE)
- Two teachers: **Kwick Cricket**

Multicultural Dance Experience:

- Wild West production drama & dance company during Wild West week working with all year groups.
- Another Dance Workshop (under the sea theme) for UNICEF 'Day of Change' week.

Other projects:

- Lunchtime sports clubs and focused physical activity during playground time. (KS1)
- Inclusive PE training for LSA who support children with complex and physical needs by specialist staff from two neighbouring Special School.
- New equipment for inclusive PE sessions including focused Gym Trail lessons.
- EYFS May Day celebrations including the purchase of a May Pole to incorporate History into PE and a different kind of dance and exercise.
- Attendance at the Little Stars Gifted and Talented PE sessions.

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Impact so far: (Autumn Term 2016)

It is a pleasure to see the impact of the Sports Funding around the school. I continue to see a positive buzz coming from the pupils, staff and parents. The following measured impact can be evidenced:

- Children engaging in more Level 2 competitions than ever before.
- A greater sense of team work and positive competitiveness in PE lessons.
- Teacher confidence and enthusiasm for PE has been raised as a result of focused training.
- Gruffalo Class Cricket Team through to the local schools final at Chelmsford Cricket Ground. (2014)
- PE lessons including a greater variety of activities and challenge.
- Attendance of after school sports activities has risen and numbers are high.
- Children transferring skills learnt in PE into their playground games.
- Differentiation and challenge in PE lessons is more focused.
- Children bringing their sports achievements from outside school to celebrate.
- The Sports Apprentice role was so successful for the year that she was appointed as a Sports Coach for another year.
- Positive comments from parents, children, staff and Governors in regard to the Sports Coach role.

Other evidence:

- A PE lesson observed in the EYFS by the HT had high levels of challenge, team work and skills.
- The teacher then asked the children: 'How can we make the activity more difficult?'
- The children came up with their own ideas and enjoyed trying them out even if they were difficult.
- The children constantly cheered and supported each other throughout the team games whatever position a child was in.
- The children showed a clear understanding of teamwork, rules and perseverance throughout the lesson.
- A Year 2 Class Assembly was observed where parents attend.
- The children carried out a series of demonstrations in teams linked to the Tag Rugby skills they had been taught. (Some of the children also attended the Tag Rugby after school club.)
- The children were able to carry out complex maneuvers and skills with minimum instruction from the class teacher.
- The children showed pride in the skills and clearly enjoyed showing them to their parents.
- The parents cheered and supported their children for their performance.
- The children's skills were enhanced as the result of having an audience.

What Ofsted said about Sports Provision at Mildmay Infant & Nursery School:

'The primary physical education and sports funding has brought similar benefits. Improvements are evident in pupils' fitness, levels of skill, opportunities for participation and success in local sports competitions.'

'Pupils also make highly competent presentations in assemblies to their parents and to school governors,

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including one about how they have benefitted from the primary school physical education and sport funding.'