

Morpeth and Ponteland School Sport Funding Programme 2013-14

The Morpeth and Ponteland School Sport Programme (MPSSP) aims to deliver a high quality programme of PE and School Sport for young people in First schools.

1. High Quality Curriculum Physical Education

The MPSSP will provide high quality specialist PE teachers and/or Sport Specific coaches to deliver PE curriculum. They will work alongside teachers to help improve provision for PE and Sport in each school setting.

2. CPD

MPSSP will provide a number of CPD opportunities for curriculum physical education and school sport provision using school based support and/or nationally accredited tutors and courses.

3. Out of School Hours/Lunchtime Learning

MPSSP will deliver a range of lunchtimes and/or afterschool programmes. All teachers/coaches will have appropriate qualifications; have a current CRB and relevant experience.

MPSSP will help sustain/grow the network of Change4life sports clubs and develop links with local sports clubs.

4. Festivals and Competition

MPSSP will organise and deliver festivals working in partnership with the Northumberland School Games, developing competitive opportunities for all, including the least active. Each school will have access to a co-ordinated calendar of events in the Morpeth & Ponteland area.

5. Leadership and Volunteering

MPSSP will work with schools to develop sports leadership for young people.

MPSSP will help develop the workforce of teachers, non-teaching staff, parents, volunteers and young leaders required to activate the School Games as required.

6. Provision for Young People with Disabilities

MPSSP will provide schools with advice regarding the provision of physical activity and sport for young people with disabilities where requested.

MPSSP will ensure the provision of both inclusive and targeted opportunities for young disabled people with access to the School Games.

7. Gifted and Talented

MPSSP will assist schools with identifying young people who are gifted and talented in PE and sport.

School Sport Funding

From September 2013, schools were funded by the DfE with a lump sum and an amount per pupil to support pupil lifestyle and physical wellbeing.

We are required to publish how much funding we receive and how we have chosen to spend the money. This year the funding has been £8,000 per school and £5 per child resulting in £9,500 for Goosehill.

2013/2014 – School Sport Funding £9,500

The school has used the funding to provide:

- A Specialist School Games teacher one day per week to deliver highly focused teaching to pupils from Yrs 1-4 and specialist CPD to class teachers.
- Eight classes receive specialist coaching for one hour each every Wednesday, KS2 children being fortunate to use Chantry playing fields
- Extended differentiation for pupils deemed gifted and talented and support groups for those less coordinated in terms of gross motor skills
- Payment for an increased range of after school PE clubs, addition of Keep Fit and Tennis to add to Football, Dance, Team Games and Badminton
- Sports' Leaders Training for a group of Yr 4 children to enhance competitive playground skills
- PE Resources to support competitive games eg footballs, netballs, hockey
- Health and Wellbeing Support through County SLAs and Phunky Foods talks about sugar in foods
- Change for Life School Improvement Planning to start Family Clubs
- Summer School based aimed at 'Hard to Reach' and Pupil Premium children using Physical Literacy competition and games to improve pupil performance in Literacy and Numeracy
- Links to Playleader Programme Yr 3 and PTSA training.
- High quality CPD and modelling for Primary Specialists
- Links to recent appointment of second Primary PE Specialist due to evaluation of impact of Primary Literacy on brain based learning, Emotional Literacy, Self Esteem, fine motor skills, handwriting and basic Literacy/Reading skills.
- Links to Primary Spaces Award of £30,000 to improve active Sport/Play spaces
- Increased range of taster PE activities eg judo, hoopstartz, trigolf for both key stages
- Greater opportunities for interschool competition
- Training for 10% of Yr 4 pupils to be Sports' Leaders

- Increased opportunities for intraschool festivals and competition –see calendar list
- Begun a Healthy Well being Audit
- Applied for Bronze/Silver Sainsbury's Kitemark

Impact

- Increased higher standard/levels in PE from Core tasks to assessment for learning – summer progress data
- Improved fitness/health levels and concentration in class
- Raised self esteem in children who succeed in PE but not necessarily academically
- Overweight pupils more active and enthusiastically engaged in physical exercise
- Expanded range of inter and intra schools competitions and parental support
- Increased range of clubs/active opportunities involving more children eg tennis across the school
- High quality modelled CPD eg gym, staff clearer of teaching skills to achieve objectives
- Clearer differentiation and teacher scaffolding to three levels of inclusion eg Teacher Impact Statements as attached below.
- Increased range of taster PE activities eg judo, hoopstartz, trigolf for both key stages

Teacher Impact Statements

Rugby for Year 3 – Upper ability Spring Term - May 2014

The children in the upper ability group have received structured teaching at Chantry on how to carry the ball (to their chest), dodge, side step, score tries, hold a line, pass backwards and pass following a 'Nike tick' shape. They have also had the opportunity to practise their skills in tag rugby games. The children have been very lucky to receive support during these tag rugby games from a few pupils from Chantry who acted as both referees and peer tutors.

Following the rugby teaching block, the group of upper ability Year 3 children, are now able to hold a defensive line in a tag rugby game. They are also able to carry the rugby ball correctly and pass correctly to their team players when needed. This shows that the children have developed an awareness of the position of their team members through practising tag rugby games. In addition, the upper ability group are now able to successfully dodge and side-step their opponents in order to score tries.

Tennis for Year 4 – Lower ability Spring Term – March 2014

The initial core assessment of the less able in tennis provide clear information of the lack of hand

eye coordination in this group. Few children could feed or return balls close to the net. After intensive differentiated coaching in racquet techniques and throwing skills all children became successful at playing short return games. The impact on their self belief, engagement and motivation was Phenomenal and a pleasure to report.

Football for Year 4 – Upper ability Autumn 1 – October 2013

During the term, the upper ability group improved their dribbling skills and developed greater accuracy in passing and shooting. The upper group comprised of a mixture of girls and boys and it was also evident that within the group, the attitude of the boys towards the skills of the girls became much more positive as the lessons progressed and by the end of the half term's coaching the girls were perceived as equals by the boys which had not been the case at the beginning of the term. The girls also became much more confident when training and competing with the boys.

Football for Year 4 – Lower ability Autumn 1 – October 2013

Within the same half term, the lower group worked on similar skills but starting from a lower baseline. Over the course of the sessions some children who were hardly able to kick a ball were achieving greater success and become more confident in other skills such as dribbling and passing at distance. This group also improved their spatial awareness and their understanding of defence strategies within a game. The confidence of being able to play

Gymnastics for Year 4 Autumn 2

All of the children benefitted from working on larger equipment during the half term. The upper group also had the opportunity to manage risk safely through the use of more complex apparatus. The lower group worked on basic balance and co-ordination as well as building confidence in creating their own simple routines using a range of apparatus