

**HOLY NAME
P.E. & SPORT PREMIUM
SPENDING
2015-16:**



The government is providing £450 million on improving physical education (PE) and sport in primary schools over the 3 academic years 2013 to 2014, 2014 to 2015 and 2015 to 2016.

For the financial year 2015-16 the school received £8000 plus £5 per pupil.

Holy Name has used this funding to employ a specialist coach from SPS (Sports Plus Scheme).

Schools can choose how they use the funding, for example to:

- hire specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons
- support and involve the least active children by running after-school sports clubs and holiday clubs
- provide resources and training courses in PE and sport for teachers
- running sport competitions or increase pupils' participation in the School Games
- running sports activities with other schools

At Holy Name Primary school we believe that physical activity and sport are essential in helping allow children to reach their full potential. We aim to promote healthy lifestyle choices alongside taking part in physical activity. We work together to deliver key aspects of the PE curriculum: developing competence; allowing children to be physically active for sustained periods of time; engaging in competitive sports and activities.

	AIMS:	
	<ul style="list-style-type: none"> • To provide a varied and high quality curriculum; covering all aspects we have spent the funding on external providers to promote the teachings staff's CPD • To provide ongoing professional development for school staff to enhance the teaching of P.E. • Instill in pupils a love of sport and physical activity. • Improve resources to support PE, including transport and equipment. • Increase pupil participation in competitions, interschool sport and events • Broaden the sporting opportunities available to pupils 	
	INPUT:	IMPACT:
Autumn Term	<p>FOCUS: GYMNASTICS Teaching staff (KS1 and KS2) worked alongside Sports Plus Scheme coaches with a focus on gymnastics: developing balance, coordination, jumping and performing</p>	<p>The children greatly benefited from learning how to use the various equipment e.g. vaults, horses, balance beams and mats; correctly and safely in order to create gymnastics routines for their peers to watch. Staff knowledge and development of key skills in gymnastics was significantly strengthened by observing and team teaching with an experienced PE specialist. For example the staff were able to observe how to sequence the gymnastic lessons in order for the children to create a routine at the end of the term. Staff learnt how to break down different movements in order to teach the children step by step to perform them.</p>

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Spring Term	<p style="text-align: center;">FOCUS: TENNIS</p> <p>All pupils participated in tennis activities. Taking part in team games and playing competitively.</p>	<p>Most pupils had never played tennis, as a result they benefitted greatly from this opportunity. Using the new tennis equipment, the children learnt the rules of tennis how to use a tennis racket, and how to serve.</p>
Summer Term	<p style="text-align: center;">FOCUS: ATHLETICS</p> <p>All pupils participated in athletic activities based on an Olympic theme in order to prepare them for sports day. The children focused on developing running, jumping and throwing skills.</p>	<p>The children fully participated in several events allowing them to build on the skills they had already gained throughout the year. This was very beneficial for the children who participated in sports day (infants on the 5th July, juniors on the 6th July).</p>

Additional Information:

All children from Year One to Year Six were provided with the opportunity to attend an after school club during the school year. Over 90 pupils attended after school clubs provided by Sports Plus Scheme and Aston Villa Football Club.

The increased participation in attending school competition led to the success of the winning the Birmingham Catholic Primary Schools' Sport Association's Football Cup (for the first time - more than thirty schools usually enter this competition annually).

A team of pupils from Year Five and Six achieved second place in a local interschool cross country competition. Pupils from Year Three and Four achieved second place in an interschool cricket competition. Children from Key Stage Two also participated in the annual Birmingham Catholic Primary Schools' Sport Association's Athletics competition (sprint, relay, long jump, high jump, ball throw, 800 metres)

Sports funding was used the release of staff to attend these competitions with the children and the cost of transport to and from the event.

Pupil Feedback:

Pupil interviews were carried out to find out the impact of the external providers.

Pupils from Year One and Year Two were enthusiastic about learning how to use the gymnastic equipment safely and appropriately in order to create gymnastic routines. They thoroughly enjoyed performing and observing the routines and were able to comment on how they could have been improved. Children from Key Stage Two commented on how well prepared and structured their P.E. lessons were and they could comment on the good progress they had made from the beginning of the term to the end.

During tennis lessons, pupils were extremely excited about using the new tennis equipment for the first time. A lot of the children had not played tennis before so they were eager to learn the key skills in order to play a competitive match; which was a highlight for all of the children. The children greatly benefited from being taught by an external provider as well as learning from the teachers who had gained vital experience from observing and team teaching.

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Staff Feedback:

Teachers' questionnaires feedback showed that teachers felt that their professional development had been enriched by observing and team teaching well organised and structured P.E. lessons. They were given the opportunity to lead lessons under the supervision of an experienced specialist, who commented and helped them to enhance their P.E. skills; this was extremely beneficial to all members of teaching staff involved. The teachers also commented on the benefits of working alongside a specialist in order to structure sequences of P.E. lessons for their pupils by building on the skills the children had gained so that good progression was evident throughout each unit of lessons.