



Northbourne CE (A) Primary School

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Report on the use of PE premium funding

2014-15

Amount allocated	£9,245
Combined amount allocated to Hagbourne and Long Wittenham Primary Schools	£17,230
Total PE Premium for all 3 schools, '14-'15	£26,475

Background and aims

- Staff and leaders at Northbourne, Hagbourne and Long Wittenham Primary Schools had been working closely on a range of teaching, learning and curriculum issues since 2012. Despite a number of key differences between the schools, including size of school and the demographics of each of the school communities, very effective working relationships had been developed and the links had helped each school make progress with a number of different issues.
- Headteachers at each school shared the vision of using the PE Premium in such a way that it would have a lasting whole-school impact, even after the end of this additional funding. It was decided that in order for this to happen, the PE Premium needed to be spent on sustained, high-quality professional development for all teaching staff.
- Governors at each school agreed to combine each school's funding and use this to employ a full-time PE Specialist Teacher who would spend time working in each of the schools each week (2 days at Northbourne, 2 at Hagbourne and 1 at Long Wittenham, in line with the number of pupils on roll and number of staff in each school). Combining the money in this way had a number of advantages over working as 3 individual schools:
 - The combined funding would cover a full-time salary, likely to attract a wider field of well-qualified applicants than 3 separate part-time roles
 - The combined funding would cover the vast majority of a qualified teacher's salary; this would ensure the person appointed would have credibility with teaching staff when working alongside them
 - A role across 3 schools gives rise to exciting opportunities for developing sporting links and additional opportunities for inter-school tournaments and competitions

Spending

- In keeping with these aims, the role of PE Specialist Teacher has the main aim of contributing to teaching, planning, leadership and staff professional development of high quality PE and sport across the partnership of three schools through working with teachers to plan, teach and evaluate PE and sport lessons. In practice, this involves team-teaching with class teachers to plan, deliver and assess sequences of PE lessons. Mr. Dan Pear, a secondary-trained PE teacher, was appointed to this role with effect from November 2013.

- Headteachers and staff at each school are all very clear that this time is not additional non-contact time for teachers. Staff work with the PE Specialist Teacher to identify their areas for development at the start of a block of work, and these are then addressed through staff working with the PE Specialist Teacher throughout PE lessons.

Specialist PE Teacher (NQT during Y1) salary costs

	Y1 School year 13 - 14	Y2 School year 14 - 15
Total Salary (incl costs)	£20,122 <i>Employment began Nov 13</i>	£28,716
Income	£27,658	£26,475
Difference	+£7,536	-£2,241

Evaluation

Impact

- A revised and rewritten long-term PE curriculum map was implemented; from September 2014, all Y1 – 6 classes in school had 2 hours of quality PE teaching each week. Mr. Pear has written thorough schemes of work for each of the sports he has taught, across each age range, which go alongside the longer term overview and will be used to aid teachers' planning in the future;
- Parental comments, though, for example, our annual parent questionnaire, emphasised that children's enjoyment of PE improved significantly following the appointment of Mr. Pear;
- Feedback from class teachers suggests that lessons are more active, motivating and enjoyable than was previously the case, with greater scope for pupils working in small groups having a positive impact on the amount of time pupils are actively involved in the lesson;
- Teachers have identified a range of benefits of working alongside Mr. Pear, including: developing confidence in their use of different equipment and apparatus for teaching; being able to work with smaller groups and therefore differentiate teaching more effectively; higher expectations of what pupils can achieve in PE; opportunities to observe, and reflect on, ways of structuring lessons more effectively, including linking warm-ups to the main learning in each lesson; and the ability to identify pupil progress within a lesson;
- Mr. Pear and Mrs. Dyer (PE Subject Leader) have started to work through the Youth Sport Trust audit materials in order to gain their Quality Mark accreditation;
- The new National Curriculum has been used to produce a draft assessment scheme, outlining the skills pupils would be expected to demonstrate in each age phase. Teachers have started using this to inform their judgements of pupils' attainment.

Next steps

- Use draft assessment criteria to ensure judgements of pupil attainment are robust and comparable across local schools;
- As part of this, develop banks of Standards Files (video clips) to exemplify each skill for different aged children;
- Use assessment system to improve identification of gifted and talented pupils in PE and sport;
- Complete Youth Sport Trust audit and apply for Quality Mark accreditation;
- Develop intra-school competition across a range of sports;
- Supplement long- and medium-term curriculum plans with library of up-to-date resources to support further development of best practice.

Planned spend, 2015-16

- To address the aims outlined above, PE funding will be used differently in 2015-16. Mr. Pear has been successful in securing a promoted position as a PE teacher at a school in Madrid. In light of this, and in recognition of the improvements to teaching practice and pupil involvement which the model used to date has helped us bring about, from September 2015 all 3 partnership schools will use the PE Premium funding to buy in support from an experienced PE teacher at a local secondary school;
- The teachers will work in each school for one day a week, but will work in a more focused way. At Northbourne, this will involve contributing to the professional development of teachers early in their careers, and to developing and embedding a PE assessment system across all year groups;
- The work will be overseen by one member of staff from the secondary school to ensure time is used as effectively as possible and that priorities can be met strategically – by, for example, deploying a Gymnastic specialist to work in the school where this is the focus for development. The lead member of staff will also be responsible for organising joint INSET across the schools; a key focus for this will be developing consistency in assessment to ensure judgements are robust and comparable across each school;
- Pupil participation will continue to be a focus for this work; teachers and pupils from the secondary school will lead an after-school club in each school as part of their remit. Separately to this funding, additional external sports clubs will also be investigated with a view to broadening the range of activities provided for pupils.