

PE and Sport Premium Impact Report

2018-2019



Key achievements to date: Sept 2018	Areas for further improvement and baseline evidence of need: Sept 2018
<ul style="list-style-type: none"> • Bikeability for pupils in years 4-6 • All bike monitored and repaired as required through Bikes and Trikes • Yoga bugs for KS1 • Lunchtime clubs: physiotherapy, golf and bikes • Weekly Dance lessons • Weekly swimming sessions for years 1-6 • In school competitions: orienteering and sports day • In school festivals: gymnastics and dance • Hearing and deaf events attended: cross country and pentathlon • Signpost sports events for the deaf to parents • Annual monitoring, repair and replacement of all sports equipment through Mercury Sports • Orienteering CPD 	<ul style="list-style-type: none"> • Balanceability: build and appropriately store bikes, share digital resources for delivering activities with foundation and KS1 staff • Support for new teachers as required • CPD for all staff – based on PE lead training in active literacy and assessment • 30 mins activity throughout the day in all classes outside of PE sessions • Work towards achieving bronze games mark • Audit resources • Extend external events pupils take part in: boccia and kurling, bowling and swimming galas • External coaches coming into school – archery • Monitoring of MTPs and progress Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

*Schools may wish to provide this information in April, just before the publication deadline.

Academic Year: 2018/19		Total fund allocated: £16455	Date Updated: July 2019
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 52%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £8,500	Evidence and impact:
<ul style="list-style-type: none"> All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing. All children will be engaged in a wide range of physical activity both within and outside of PE lessons. All children will have the opportunity to partake in sporting and physical activities alongside children from other schools, widening the curriculum experience. Pupils gross and fine motor skills will be improved 	<ul style="list-style-type: none"> a) Additional lunchtime clubs: football and OT club. b) Foundation and Year 1 to take part in Balanceability activities c) OT sessions to pupils as required d) Develop all class teachers skills to deliver 30 mins activity throughout the school day – Active schools e) New resources for teaching archery f) Purchase outdoor exploration blocks and storage 	<ul style="list-style-type: none"> £600 £600 £7000 £300 	<p>Impact</p> <ul style="list-style-type: none"> a) All children in KS2 attended at least one active lunchtime club. 45% of children take part in a second active lunchtime club. 78% of KS1 pupils take part in at least one lunchtime club. b) All pupils in foundation and year 1 took part in Balancability sessions (Sum19) c) OT sessions are provided to all pupils who require it. All OT pupils have individual records of progress. d) Pupils regularly mention ‘active learning’ sessions such as shape hunts, gardening, drama etc in the what’s happened. Staff fed back about training. ‘Inspiring training Sarah, Well done.’ Staff fed back ‘We went outside and measured out the dimensions of an air raid shelter’ Active lessons have increased throughout school from 60% of lessons being active or moderately active to 68% of lessons. e) Staff voice: Introduction of archery has been very successful. Pupils have really enjoyed trying different sports this year – netball/badminton They’ve been very motivated to want to improve their skills f) Pupils have made greater use of a greater range of playtime resources.
			<p>Sustainability and suggested next steps:</p> <p>Sustainability</p> <ul style="list-style-type: none"> Balance bikes and resources have been bought so all foundation and KS1 pupils can experience balanceability sessions. OT training for all teachers will enable them to deliver programs as required. Training given to all teachers by PE lead to enable them to successfully deliver 30 mins activity throughout the school day. <p>Next steps</p> <ul style="list-style-type: none"> Ensure new staff receive information and training regarding Active 30:30. Continue to build on active sessions. Ensure staff on duty at lunchtime (including lunchtime supervisors) have training in use of the new equipment and engage the children in play. Trial the daily mile in year 4.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2100	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The extra-curricular activities for all groups of children in school to be widened. Pupils will be more active throughout the school day More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing. Resources will be up to date (for both PE and lunchtime play equipment) and storage allow for easy access and delivery. 	<ul style="list-style-type: none"> a) Additional lunchtime clubs: football and OT club b) Certificates and awards c) Audit of current PE resources and playtime equipment and purchase of new equipment required d) Organise the PE resources in the new shelving area and create a separate area for playground equipment. e) Purchase appropriate storage for new balance bikes to ensure they are stored safely and are easily accessible f) Purchase helmets for KS1 and 2 playtime bikes g) Develop all class teachers skills to deliver 30 mins activity throughout the school day – Active schools h) In school festivals/competitions to take place: <ul style="list-style-type: none"> - gymnastics festival - dance festival - orienteering competition - sports day. 	<ul style="list-style-type: none"> £1400 £500 £200 	<p>Impact</p> <ul style="list-style-type: none"> a) All children in KS2 attended at least one active lunchtime club. 45% of children take part in a second active lunchtime club. 78% of KS1 pupils take part in at least one lunchtime club. b) Pupils feel rewarded for their efforts and achievements: Certificates each half term: drama/dance/PE award Certificates for best... and most improved at every festival Participation certificates c) The audit enabled for the necessary resources to be bought. New equipment will ensure there continues to be the right equipment to teach a range of sports. d) Pupils are using a wider range of sports equipment at playtime. Bats and balls, basketballs, play blocks and bikes are easily accessible. e) All pupils in foundation and year 1 began taking part in Balanceability sessions. f) All pupils able to use the play bikes and scooters safely (helmets purchased) g) Active lessons have increased throughout school from 60% of lessons being active or moderately active to 68% of lessons. h) All pupils took part in all school festivals/competitions from foundation to year 6. <p><u>General Pupil feedback</u> What's happened – so far this year pupils have mentioned PE/swimming/dance/play over 50 times Pupils asking – are we doing more...next half term.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> TA's undertaking responsibility for football club TA receiving training to deliver OT club to pupils as required Safe storage of new balance bikes will enable balance bikes to be kept safe and properly maintained for pupils in years to come Class teachers become responsible for ensuring that their pupils receive 30 mins activity a day outside of PE sessions <p>Next steps</p> <ul style="list-style-type: none"> Sports linked house cup. Pupils striving to win the cup. Link performance based sports events with the arts events and arts ambassadors, so that the profile of the dance and gymnastics festivals can be raised. Pupil survey - what would they like to take part in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils. Staff will confidently teach a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines. Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability. Staff will deliver lessons in accordance with policies, practices and school values and expectations. Children's assessment data will show that the quality of teaching and learning will improve. 	<ul style="list-style-type: none"> a) New subject lead to attend suitable training (CPD) and disseminate findings, training and ideas to staff. b) Rules of football training given to all staff to enable them to appropriately support football sessions during play, lunchtimes and PE sessions c) Provide teachers / TAs with support / team teaching opportunities with more experienced staff to improve their understanding of best practice when teaching deaf children. d) Teachers training in OT to enable them to support children as required e) TA to receive training in delivering OT sessions to enable her to lead OT club 	<p>£1000</p> <p>£1000</p>	<p>Impact</p> <ul style="list-style-type: none"> a) Active lessons have increased throughout school from 60% of lessons being active or moderately active to 68% of lessons. Following CPD for lead teacher. b) They are more confident to support pupils during football sessions particularly during play - everyone clear of the expectations and resources available to support pupils eg bands, countdown cards etc. Shown as well through minimal use of the red card. c) Conversations have enabled staff to build confidence when planning sessions in a new sport. Feedback from staff members – what worked well. d) Pupils data shows pupils making progress with their PE skills across school e) Children have OT files and one member of staff leads on OT. Class staff know what the expectations are and are therefore able to deliver OT to those pupils that require it with confidence. OT files to evidence targets and pupil progress are in place. 	<p>Sustainability</p> <ul style="list-style-type: none"> Staff training both in house and by external coaches etc means that staff will be confident to continue to use the skills developed when delivering or supporting the delivery of PE and sport sessions <p>Next Steps</p> <ul style="list-style-type: none"> Audit staff – what are the training needs? Can these be provided in house or is external training required? Ensure staff know about the full range of PE equipment available and what it can be used for. Skill progression documents created for PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will actively participate in sports and active sessions outside of PE lessons including being active for 30mins during the natural course of the day All pupils will have the opportunity to learn a new sport e.g. yoga, panathlon sports, archery Increased inclusion opportunities for our deaf pupils through networks, partnerships and extended school opportunities. 	<ul style="list-style-type: none"> a) Additional lunchtime clubs: football and OT club. b) Additional resources purchased for archery for Year 5/6 and play resources. c) Organise Balanceability sessions with Foundation and KS1 staff d) Pupils in year 4-6 to take part in Learn to ride or Bikeability level 1 and level 2. e) Update the PE long term plan and find any resources needed to ensure excellent teaching and learning. f) Enable all KS1 and KS2 children to swim each week, over and above core provision to enable children to reach their full swimming potential and give them the opportunity to achieve the end of KS2 objectives. g) Arrange active sports day – with sports role model in school 	<p>£3000</p> <p>£1500</p> <p>£1500</p>	<p>Impact</p> <ul style="list-style-type: none"> a) All children in KS2 attended at least one active lunchtime club. 45% of children take part in a second active lunchtime club. 78% of KS1 pupils take part in at least one lunchtime club. b) Pupil voice: I like the play blocks. I pretended it was a bed. I built a tall tower. Archery is good. You have to be careful. The arrow goes far. Auditing the resources has given pupils more access to play resources to enable them to develop ball skills, balance skills etc. They are having a broader experience at playtime. c) All pupils in foundation and year 1 began taking part in Balanceability sessions timetabled by their class staff d) All pupils improved their cycling skills. 10 children achieved their level 1 certificate and 5 children achieved their level 2 certificate. e) Long term map ensures all pupils partake in 6 different sports/PE activities throughout the year. There is also swimming, golf, football, bikes. Ensuring broader experiences. f) 71% of pupils have achieved all 3 NC swimming objectives 57% of pupils from KS1 and 2 have achieved swimming certificates: <ul style="list-style-type: none"> - Level 1: 5 children - Level 2: 13 children - Level 6: 11 children - Level 7: 11 children g) Pupils provided positive feedback: Loved the activity day with Jamie – we played tag and learnt football skills. 	<p>Sustainability</p> <ul style="list-style-type: none"> Staff working alongside professionals means that staff skills and confidence to teach and support on a range of sports will be developed. Establishing links with partners for events means that events will continue to take place for all pupils in the future. <p>Next steps</p> <ul style="list-style-type: none"> Work with foundation and KS1 to set the timetable for balanceability. Ensure training for staff new to KS1. Investigate new sports/external coaches Investigate hired climbing wall Work with TAs to continue to develop the lunchtime clubs timetable

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will have been involved in at least three competitions/festivals (internal and external) to apply their skills.. All pupils will show development of skills linked to competition e.g. sportsmanship, winning, losing, involving everyone, working as a team Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities. Increased opportunities for children to be involved in competitive sports events. 	<p>a) In school festivals/competitions to take place:</p> <ul style="list-style-type: none"> - gymnastics festival - dance festival - orienteering competition - sports day. <p>b) Use of certificates for in-school competitions.</p> <p>c) Participate in additional events offered by partners and network: cross country running, co-operative sports day</p> <p>d) Active and competitive reward trips</p> <ul style="list-style-type: none"> - bowling etc 	<p>£855</p> <p>£100</p> <p>£700</p> <p>£55</p>	<p>Impact</p> <p>a) All pupils participate regularly in competitive events within school. Developing team working skills, sportsmanship, playing by the rules. Pupils have been observed demonstrating these skills during these sessions.</p> <p>b) Pupils feel rewarded for their efforts and achievements: Certificates each half term: drama/dance/PE award Certificates for best... and most improved at every festival Participation certificates</p> <p>c) Year 5/6 pupils enjoyed taking part in the cross country event. It developed pupils resilience with winning and losing. It also gave them the opportunity to be with other deaf children/see old friends. 'I liked running fast.' 'I got a medal.' 'We played games in the break'</p> <p>d) Pupils watched the scores. Pupils could talk about who won and be resilient when they didn't. Really beautiful moment of the class congratulating the winner.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> In school competitions well set up and staff confident with how to run them each year to ensure the participation of all. Good relationships will be established with partners which enable competitions to continue to take place. <p>Next Steps</p> <ul style="list-style-type: none"> Timetable competitive events where possible at the start of the year to avoid them clashing with other external and internal events <ul style="list-style-type: none"> - pentathlon - local swimming gala Discuss the possibility of a whole school swimming gala with Harborne pool Investigate opportunities for competitive events with the cooperative trust including a sports day. Organise sports day linked to pupils new 'house' system.

