

## Case Study – Primary Sports Premium 2015/16 - Evidencing Impact

**School: Longwill**

**Date: 1.2.16**

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### Context

Longwill School offers families who have a profoundly deaf child of 2-11 years old a safe and happy environment. Deaf pupils are immersed in an environment which is underpinned by a sign-bilingual philosophy that encourages the fullest possible personal development through excellent early communication. Sign language and spoken and written English take equal status in our work. The school aims to provide opportunities for children to experience a broad range of sporting activities and introduction to competition. Children are invited to attend the following:

- Deaf Children’s Sporting Association events (football and cross-country);
- Local SEND events (cricket, boccia, panatholon, curling, tennis)
- Local mainstream events (cricket)
- Inclusion opportunities with a PE focus (PGL and links with local schools)

### What actions were taken?

- Deaf Children’s Sporting Association (DCSA) events (football and cross-country);

Aimed at Year 5 and 6 the DCSA events enable competition with other deaf pupils from across the Country

Cross-Country:

- Cross-country annual event at Derby Royal School for the Deaf

- Potential for continued attendance up to Year 11
- Cross-country activities held in PE lessons prior to events and in lunch time club
- Football:
  - Football annual event at Power League Soccer Dome, Pride Park, Derby
  - Understanding of rules and elements of competition
- Local SEND events (cricket, boccia, panathlon, curling, tennis)
  - Year 5+6 – boccia and curling; Year 3+4 – panathlon
  - Links with Birmingham School Games
  - Cricket –external coach supported development of young people during lunch times
- Local mainstream events
- Inclusion opportunities with a PE focus (PGL and links with local schools)

#### **What was the impact on participants?**

- Raised confidence and awareness of sporting skills
- Improved self-esteem
- Working alongside hearing peers and developing communication skills in the spoken language
- Understanding the structure of competitions and rules of games
- Socialising with hearing peers

#### **Young person quote:**

'I really enjoyed going to Derby and playing football. It was great to practise the skills that I have been learning and lunch time with Sheraz and it was good to play matches with other deaf children. I enjoyed making new friends'

### What was the impact on the school/cluster of schools?

- Children developing non-academic skills and confidence
- Raising the awareness of sporting competitions amongst staff and understanding of the rules
- Strategic links to PE plans within the curriculum
- Increased diversity of lunch time clubs (bespoke to meet the needs of competition structure)
- Pupils are more hearing aware and able to develop social skills
- Calmness and body awareness which has led to improvements in self-discipline across the whole school
- Improved pupil behaviour

**Head Teacher quote:** Sport has the power to influence the physical, social and emotional health of our Deaf children. Our Physical Activity Policy and Sports Premium Plans have always been closely aligned to whole school development planning which enables pupils to succeed and flourish in the hearing and Deaf world. To that end the school has prioritised team sporting competition which offers inclusion opportunities with hearing children within the city, access to exciting and diverse sporting opportunities which engage and inspire as well as building pupils' confidence and collaborative ability. Sports Premium funding has ensured that Longwill School can offer all of the above as well as securing a sustainable future for our existing provision because there is also a strong focus upon staff training and skills development. (Alison Carter, February 2016)

### How are partners supporting the school/cluster of schools to embed and sustain the activities?

- Local sports clubs and associations
- Local schools

