Sport Premium Impact report 2018-19

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| **Planning –** Using an outstanding scheme of work that is used to inform teacher’s lessons. Teachers are able to adapt and annotate plans to meet the individual needs of our children. The plans are designed to ensure the delivery of continuous and progressive activities across all age ranges.**Assessment –** Majority of classes are now assessing PE. This allows teachers to identify gaps in the learning of the children they teach. Enabling them to work to close the gaps while improving the children’s progress and enjoyment within PE. **Active learning –** Increased levels of activity within the curriculum in KS1. This is happening during ‘Maths of the Day’ activities; wake up shake activities; go noodle brain breaks and by making more effective use of areas outside the classroom during learning time.**Targeted PE interventions for the least active children –** The evidence provided below shows that the six week intervention improved the children’s resilience, self-esteem and attitude to physical activity. **Access to continued professional development for staff.** Staff have access to CPD opportunities with specialist PE teachers. This allows them to develop subject knowledge and teaching strategies that improve their practice through observations, coaching and team teaching.  | **To enhance pupil participation and extra curriculum provision within our school.****Possible Actions** To introduce a School Sports Organising Committee (SSOC). These children would be expected to enhance the provision of PE within our school through: effectively communicating with their peers about upcoming events; providing feedback and an insight into the sort of activities the children of our school want in their after school provision and working closely with the active play leaders to ensure that lunch time activities are well planned and delivered safely. **All children to be active for 30 minutes per day while at school** **Possible actions** Skipping workshop.Re structure of lunch time activities.To consider the introduction of Y3-4 play leaders. This will ensure that the Y3-4 children have access to active play sessions while Y6 play leaders are still in lessons. Active play training for staff who supervise on playgrounds. **To improve and develop the profile of PE within our school****Possible actions** The use of school spider to advertise after school clubs.PE lead to compile information to be included in the termly newsletter. Celebrating participation and performance in inter school and intra school competitions. Depending on success this could then be a standalone PE and school sport newsletter.Make more use of theme weeks and national days such as healthy eating week, children’s mental health awareness day.  |

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| 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?**N.B.** Even though your children may swim in another year please report on their attainment on leavingprimary school. | 65% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 50% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 70% |
| 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 £1075 (5.6%) spent on an extra week of swimming for the children who have not yet met the national curriculum requirements  |

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| **Academic Year:** 2018/19 | **Total fund allocated:** £18,890 | **Date Updated: 18/11/19, 25/3/19,**  |  |
| **Key indicator 1:** The engagement of all 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 | Percentage of total allocation: |
| 20.5% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To provide more opportunities for the children to be active in school with the aim of increasing participation in PE and school sport. | **After school clubs that are free for pupils.**Specialist coaches/teachers provide expert delivery inalternative and traditional activities as part of out of school hours learning.**F2 and KS1 Festivals.** Increase engagement and participation in a range of physical activities and sports by providing the youngest children in school with the opportunities to experience traditional and alternative activities such as karate, dance, footgolf and tennis. **Personal Best - Physical Education and Physical Activity Interventions.** Targeted support for children with low levels of PE and school sport engagement. Focusing of achieving their own personal best to engage, motivate and inspire them to fully participate in Physical Education and Sport and become more physically literate. **Family Engagement Karate after school physical activity sessions.** This programme of physical activitysessions in Zumba is aimed at children and their parents witha view to increasing the enjoyment of physical activity, leading to sustained participation.**Maths of the Day subscription**  | £520£920£800£700£645 | Engaged 58 children from KS2 in physical activity. There was a 52% increase in the number of children who said they enjoyed taking part in physical activity following these clubs. 86% of participants said that they felt better for taking part in the club, and 100% of children said that they had learnt something new while at the club.Scheduled for the summer term.Delivered in autumn 1 – 100% of children chosen are now taking part in virtual competitions run at lunch time. See data graphs below for further impacts.Parent comments “It was great to participate in an after school club with my children. They really enjoy the clubs on offer at school and it gave us the chance to experience it together.”All classes have a timetabled hall slot where they can take part in active Maths. The subscription offers lesson plans for every year group that are in line with national curriculum objectives. This reduces staff workload and provides children with the opportunity to be more active during curriculum time.  | After school club participation percentagesAutumn term – 29%Spring term – 62%Summer – 84%100% pp children participated in a sporting competition.76% SEN children participated in a sporting competition  Not needed for 2019-2020 due the number events on offer in the Wallasey School Alliance.Continue to use in 2019-2020 as the benefits are clear to see for the children who are the least active at school.Consider delivering the programme in the spring or summer term and only for children whose parents attend. PE and Maths lead to work together to see how Maths of the day could be utilised more frequently. E.g. Maths Jotter time.  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 14.8% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To develop and improve children’s knowledge and understanding of how leading an active healthy lifestyle can have positive impacts on their learning and mental wellbeing.  | **Subject leads Teaching and Learning Responsibility Payment** Raise the profile of PE and Sport in school by leading events and initiatives that excite and motivate pupils and staff.  | £2600 | The planning, teaching and assessment of PE has improved across both key stages. The percentage of children who are accessing the after school provision has increased from last year.  | Continue to support subject lead by providing time out of class to monitor and improve PE and school sport. Continue to develop participation in competitive sport making more use of Wallasey School Alliance competitions.  |
|  **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 16.6% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| To continue to improve the planning and teaching of PE lessons across the school. | **High Quality PE Curriculum Support and Professional Development.** Support for class teachers who have highlighted an area in the PE national curriculum that they wish to develop and improve. Provides them with opportunities to observe, team teach, discuss and plan, focusing on teaching physical, social and emotional aspects of the National Curriculum for PE.**Staff Training twilight sessions delivered by specialists PE teacher.** Focus on curriculum development, creating a healthy school ethos, subject specific practical’s (Dance,Gymnastics), assessment in primary PE and teaching high quality physical education.**Rugby Tots –** Qualified sports coaches used to enrich the early years curriculum and develop staff subject knowledge and confidence in the delivery of physical activity.  | £1600£400£1950 | The teachers felt more confident in teaching PE following the CPD they received. “The simplicity and effectiveness of how the planning can be implemented. It was great to see a PE specialist put this in place and discuss how each section can be differentiated, developed and consolidated. The fast pace and encouragement for peer assessment gave me food for thought.” Summer termComments from F2 staff, “The children really enjoyed the Rugby Tots sessions. The learning was fun and progressive which kept the children engaged.  | Through planned learning walks, and discussions with teachers we can begin to identify other areas we can focus CPD across the school. F2 staff to use the ideas and strategies observed in their own lessons. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 40.5% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| To develop independent and confident learners by providing children with opportunities to use and improve transferable skills such as communication, teamwork, and leadership skills. | **Active Playground and Play Leader Training.** Playground and Leadership Training for staff and youngLeaders. To develop communication, determination, responsibility and self-esteem, as well as increase physical activity levels on the playground at lunch and break times.Development and improvements to the forest school area.**Little sports Coaches** Qualified sports coaches to run activities each lunchtime with an aim of targeting focus children with low engagement levels.Children encouraged to try and experience new sports and activities with the aim of developing personal and social skills. | £190£1590£5700 for 38 weeks lunch time provision and 2 after school clubs a week | 20 year 6 children are taking an active role in supporting and delivering a wide range of sporting activities at lunch time. The play leaders are responsible for organising and running virtual competitions. Autumn 1 - 30 second skipping challenge - 62% of KS2.Autumn 2 – Speed bounce challenge – 68% of KS2 children took part.Spring 2 – Tennis Keepy upy challenge – 48% of KS2Summer 1 – Skipping challenge 72%Summer 2 – Hoop Challenge 78%Foundation two now have a full afternoon of forest school on their timetable. The children have a purpose built area that is safe and suitable for their learning needs..Behaviour at lunch times has improved and more children are engaged in physical activity.  | Increase the number of virtual competitions on offer each half term. Increase the offer of virtual competitions to KS1 children.Year 6 play leaders to train a number of year 5 children who would like to become play leaders. Mount staff who are on the playground during lunch time’s direct play leaders. This will help minimise disruptions and improve impact. Consider CPD opportunities for these.Audit of resources and equipment to establish what we need to develop the forest school provision. Use the curriculum planning in the summer term to plan opportunities  To plan a more structured approach to lunchtime activity with a focus on increasing the range of coach led activities.Monitor the number of children who are accessing and using the activities on offer at lunch times. |
| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 2% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| To provide more opportunities for children to experience competition at different levels. | **Virtual Competitions.** Designed to increase pupil’s experience of competitive activities. Scores and results are compared with those of other schools to increase the level of competition. | £200 | Autumn term – Long jumpSpring term – Speed bounceSummer term - Skipping | 100% children participated in virtual competitions by using them as warm up activities in PE. Children were then given the option of beating their personal best at play times and lunch times. |