

Outcomes for Sports Premium Funding 2018/2019 Evidence and Impact.

Mission statement: *'Christ in the centre, excellence at the heart'*

Background to the sports' funding:

Following the Olympic Games in 2012 the government provided additional funding into schools for school PE and Sport. It provided funding of £150 million per annum for academic years 2013/14 and 2014/15 this funding has continued into 2015/16, 2016/17, 2018/2019 and 2019/2020.

Schools must use the funding to improve the quality of PE and sport they offer. This in turn will help all pupils develop the skills, knowledge and motivation to lead a healthy and active lifestyle and hopefully a lifelong participation in physical activity and sport.

It is the expectation that schools will see an improvement against the following 5 key indicators:

1. The engagement of ALL pupils in regular physical activity- kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to pupils.
5. Increased participation in competitive sport

In addition to the two hours of high quality PE lessons St Peter's children receive each week the 2018/2019 target areas were as follows:

<p>Target areas</p> <p>Subsidised lettings for the before school sport/breakfast club.</p> <p>Key indicator 1</p>	<p>Impact</p> <p>Children have been offered a range of physical activities for an hour before school in the mornings. Enabling them to take up pre-school fitness and a healthy start to the day with a healthy breakfast. There has been an increased take up of this facility with 8 girls and 10 boys across key stages 1 and 2.</p>
<p>Lunchtime staff leading huff and puff sessions</p> <p>Key indicator 1</p> <p>Year 5 sporting ambassador leaders to lead on physical activities and games for children at lunchtimes.</p>	<p>KS1 and KS2 children continue to increase their activity levels at lunchtimes. Through pupil interviews children talk about the games they have played and the equipment they have used. Observation of lunchtimes shows that pupils are more active during these sessions and are increasing their physical literacy skills with small equipment, in particular skipping ropes and games and challenges organised by the young leaders. This is further embedded within their physical literacy skills and is having a direct impact on how much physical activity children are engaging in. It also links with pupil voice and shows a correlation between physical activity and healthy lifestyles.</p> <p>Leaders plan small games, drills, daily challenges and activities for ks1 pupils and lead on these sessions. They had some refresher ideas from the PE Co-ordinator, new</p>

Key indicator 1

Support for outdoor and adventure residential visits for year 6

Key Indicator 2

Active Literacy and Maths sessions for Staff

Key indicator 2

equipment and some laminated resource cards to increase their knowledge and skills in leadership. The children demonstrate good leadership skills and promote physical activity as a fun and healthy thing to do at lunchtimes. KS1 pupils are more physically active and are increasing their participation in small competitive games. Following on from skipping training, the children are frequently using ropes independently and long ropes collectively to increase their skills in skipping and their fitness levels overall.

Pupil questionnaire results showed that 98% of the children experienced physical activities *they hadn't tried before. 100% of the children* felt they had worked together as a team. 92% of the children felt that it was an enjoyable experience where they had learnt resilience, that they could apply to their everyday learning. Overall the children felt that this experience was beneficial, actively challenging and had a positive impact on their mental health and well-being.

Staff training was delivered by PE Co-ordinator on how to increase the movement of children into core lessons and therefore raise the achievement of pupils and increase their physical activity on a daily basis. This has helped to develop and embed a physically active and inclusive curriculum.

Staff feedback showed that these lessons are fun and engaging for all pupils. Pupils had improved attention levels within class and were therefore more ready to learn. Pupils showed an improvement in their development of co-

	<p>ordination. The ongoing impact of this will be <i>to strengthen children's muscles and bones</i>, maintain a healthy weight, sleep better, improve mood and have a direct impact on mental health and well-being.</p>
<p>New PE equipment Key indicator 2</p>	<p>New skipping ropes, whole class badminton rackets, a variety of new balls, new T-ball stands to replace old equipment. Children in year 1 were introduced to a new game, 'T-ball' and enjoyed intra competitions during their PE lessons, which has helped to increase the amount of competitive sport key stage 1 children engage in.</p>
<p>Celebration assemblies, details published in newsletters and school website of sporting successes at local events and competitions. Key indicator 2</p>	<p>Children feel proud to receive a medal or certificate in front of their peers. Other children feel inspired to partake in sporting events. The sports achievements display board showcases what children have achieved and is visible for children and parents to see when they are in school. The school website has regular updates of sporting events that children have taken part in Twitter feeds are also posted about sporting events.</p>
<p>Trophies are engraved and presented in the schools entrance in a cabinet. Key indicator 2</p>	<p>People visiting the school can see the achievements of the children immediately. <i>This year's trophies are:</i> Skipping Long rope challenge. Two year 4 pupils also won a skipping medal and a gymnastics medal. This year we achieved the silver school games mark award.</p>
<p>PE school support package with H@BSSPAN</p>	<p>Support given to the PE coordinator to make additional and sustainable improvements to the provision of PE and sport within school. This</p>

Key indicator 3

has encouraged healthy, active life styles and more involvement and interest in PE for the the *pupils at St Peter's*.

As part of this package we have increased contact with local schools and coordinators to help network and develop knowledge of local events, sports and curriculum development. This has enabled the PE coordinator to arrange friendly matches and access entry to level 2 and level 3 competitions. Therefore increasing the participation of pupils in these events.

We have participated in activities organised by them including: network meetings providing high quality professional development and the latest information to support PE in school, use of balance bikes to use in school for a block period. Access to a whole school skipping day and access to a skipping festival, attending a teacher PE conference and to use the healthy active school system online to track, monitor *and evaluate children's activity*.

External CPD provision
Key indicator 3

CPD received by all staff on *The 'daily boost'* and *'active' literacy and maths lessons*. Evaluations by staff show that they have used some of the resources suggested to incorporate activity into their lessons and monitoring sheets collated by the young leaders show that each year group has managed to participate in at least 15 minutes *of a 'daily boost'* activity each day for the summer term. Staff continue to develop their confidence through a second year of using the Val Sabin

	<p>scheme of work for PE. Year 1 trialed using assessment sheets to assess skills across PE. The year 2 teacher ran after school sessions for Gymnastics. We entered the level 2 g'mnastics' competition where a team of year 3/4 girls qualified for the level 3 competition and then came 3rd with an individual receiving a silver medal for her performance.</p> <p>A TA has continued to run the Big Moves programme as an intervention in year 1. Based on 6 children, they were tested on 12 movements before and after intervention. The results are as follows:</p> <table border="1"> <thead> <tr> <th>Before intervention %Of movements</th> <th>After intervention % of movements</th> </tr> </thead> <tbody> <tr> <td>32%</td> <td>48%</td> </tr> <tr> <td>18%</td> <td>89%</td> </tr> <tr> <td>12%</td> <td>43%</td> </tr> <tr> <td>29%</td> <td>48%</td> </tr> <tr> <td>11%</td> <td>91%</td> </tr> <tr> <td>31%</td> <td>91%</td> </tr> </tbody> </table>	Before intervention %Of movements	After intervention % of movements	32%	48%	18%	89%	12%	43%	29%	48%	11%	91%	31%	91%
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<p>Subsidise the lettings of after school clubs for Futsal, street dance, basketball and Multisports</p> <p>Key indicator 4</p>	<p>There has been an increased amount of children participating in after school clubs:-</p> <ul style="list-style-type: none"> Street Dance- 18 pupils Running club- 32 pupils Athletics club- 30 pupils Futsal- 23 pupils Netball lunchtime club- 12 pupils Basketball after school club: 14 pupils Multisports- 22 pupils <p>The children participating in the clubs have increased their active minutes in the day, improved their skill in that particular sport, developed new skills and competed against</p>														

After school coach for running club and athletics club

Key indicator 5

Transport to competitions

Key indicator 5

each other in small intra competitions.

32 pupils across years 3, 4, 5 & 6 took part in this club. This has significantly improved their stamina, endurance and their fitness levels since the start of the year. This is evident in how they have improved their lap lengths and times on a weekly basis, observed by the PE coordinator. 14 of these children attended cross country events this year. With one child representing the county finals.

36 pupils attended our athletics club and 30 went on to enter the area athletics competition at Saffron Lane.

Children have taken part in an increased amount of competitions and events this year including:

Danone cup football yr 5/6	1 team entered
Hockey competition	2 teams
Tag rugby yr 3/4/5/6	2 teams
X country prestwold	14 pupils entered
X country bosworth	10 pupils entered
Swimming gala	12 pupils
Gymnastics	2 teams
Football league yr1/2	2 teams
Football league yr 5/6	1 team
Lads and gals	10 pupils
Tennis	1 girls team 1 boys

<p>To provide new sports vests and football kit Swimming hats Key indicator 5</p>		team
	Quad kids	2 teams
	Sports hall athletics	14 pupils
	Area athletics	30 pupils
	skipping festival	10 pupils
	Bubble fun run	Whole school event
	<p>Children have increased their participation in competitive sports. They have increased their activity levels and taken part in new sports. They have increased confidence and a sense of pride in representing the school in such events. Children and staff have school logo kit to attend events and have felt proud wearing kit that easily identifies them as belonging to St <i>Peter's school</i> (see school website for <i>photo's</i>).</p>	

<p>NATIONAL SWIMMING DATA: 2018-19 Meeting national curriculum requirements for swimming and water safety Number of children:</p>	
Percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	93%
Percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	90%
Percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%