

Sports Premium 2018-2019 Impact Report

The school is funded £16,000 plus £10 per Year One / Two child. For the academic year 18/19, this equated to a total of £17,790

Activities		Targeted pupils	Expected Outcomes	Actual Impact
<p>Sports enrichment days</p> <p>£3081.00</p>	<p>Qualified sports coaches and professionals to teach sports workshop sessions:</p> <p>Golf</p> <p>Circusology</p> <p>Zumba</p> <p>Scooter Training</p> <p>Skateboarding</p> <p>Football</p> <p>Tag Rugby</p> <p>Athletics</p> <p>Bollywood Dancing</p> <p>Yoga</p> <p>Street Dance</p> <p>Cricket</p> <p>Multi skills session with children from the junior school</p>	<p>All pupils</p>	<p>Pupils will use the ‘Growth Mind-set’ approach to learning in order to engage with sports and activities that they may not have encountered before. Children will learn and further improve skills in a range of sports which they may not have had the opportunity to try. Pupils will improve their team work skills.</p> <p>Demonstration of high standards of teaching and learning from qualified coaches, leading to improved practice in school, which can be sustained in the future. Raised levels of attainment for pupils.</p> <p>Most able pupils will be presented with new challenges to continue to develop their skills, which will lead to higher levels of attainment and engagement amongst this group.</p> <p>EYFS pupils will continue to experience whole class PE sessions enabling children to develop key skills in this area leading to improved pupil attainment and engagement.</p> <p>There will be opportunities for children to learn and develop skills first hand from older role models from Park Hill Junior</p>	<p style="text-align: center;">Attainment Information</p> <p style="text-align: center;">EYFS</p> <p style="text-align: center;">47% entered on track to achieve the end of year expectation for Physical Development</p> <p style="text-align: center;">91% actually achieved end of year expectation (ELG), in Physical Development.</p> <p style="text-align: center;">Year 1</p> <p style="text-align: center;">95% on track or above in Autumn</p> <p style="text-align: center;">97% on track or above in Summer</p> <p style="text-align: center;">12% greater depth in Autumn</p> <p style="text-align: center;">20% greater depth in Summer</p> <p style="text-align: center;">Year 2</p> <p style="text-align: center;">94% on track or above in Autumn</p> <p style="text-align: center;">96% on track or above in Summer</p> <p style="text-align: center;">15% greater depth in Autumn</p> <p style="text-align: center;">22% greater depth in Summer</p> <p>Pupil questionnaires at the end of the academic year showed that PE was a popular subject. 100% of children reported that they enjoy PE lessons compared to 94% at the beginning of the year.</p> <p style="text-align: center;">“We like using the climbing frame”</p> <p style="text-align: center;">“We have improved our climbing, balancing, throwing and catching.”</p> <p style="text-align: center;">“We have tried new sports like cricket”.</p> <p>4 out of the 6 KS1 classes asked for a wider variety of enrichment activities and after school clubs, specifically</p>

			<p>School leading to raised levels of progress and attainment.</p>	<p>cricket. This was organised for the summer term, classes were oversubscribed.</p> <p>Children commented- “Cricket club is great” “We get to practise batting and bowling which can be tricky”</p> <p>Observations across all year groups have demonstrated a wider variety of sports and activities compared to last year. This has improved attainment in all year groups, particularly for the more able (See above) and provided challenge for all learners.</p> <p>Most able pupils have taken part in specific interventions with a qualified sports coach. These have developed tactics of attack and defence, teamwork and coaching skills. These pupils have then helped shape and teach lessons in KS1. They have applied their new skills and this has had a positive impact on whole school attainment (see above).</p> <p>EYFS took part in an introduction to PE session at the start of the year. This was led by our school sports partnership coach and focused on developing listening skills in a new environment. All observations of EYFS lessons have remained highly effective. Teachers have demonstrated strong curriculum knowledge and pupils were highly engaged.</p> <p>Year 1 pupils took part in a PE morning with year 5 pupils from Park Hill Junior school, developing their PE skills. This had a positive impact on children’s confidence and gave them the opportunity to try new activities.</p>
	<p>Golf sessions with KS 1 Young leader mentoring sessions for KS 1</p>	<p>All pupils with a focus on:</p>	<p>New links with other Croydon schools will improve staff development leading to</p>	<p>Our membership in the School Sports Partnership maintained and developed links in the borough.</p>

<p>School Sports Partnership Programme Membership</p> <p>£1720.00</p>	<p>(To roll out with Year 2 pupils leading EYFS in Summer term) Variety of workshops across all year groups: EYFS – Introduction to PE, SEN PE, multi skills. Year 1 – Under the sea PE, SEN PE, Team building. Year 2 – SEN PE, Dance, team building. Staff training session Multi skills sessions taught by junior school pupils.</p>	<p>PPG Most able SEND</p>	<p>improved teaching and learning across the school. Working with other schools in Croydon will allow us to share and learn new expertise. The school will be involved with sports developments in and outside the borough extending and improving sporting opportunities for our pupils.</p> <p>‘Sports Leaders’ will be created within our own school setting, raising confidence and team leadership skills. Increased opportunities for children to develop coaching and organisation skills by sharing and running games and activities during lessons.</p> <p>Our pupils will learn first-hand from older students and role models to ensure high standards in PE for all.</p>	<p>Training was provided for identified groups of children (PPG/Most able/ SEND) to be Sports Leaders which led to improved confidence and raised attainment in PE for these pupils.</p> <p>Sport Leaders for Year 1 / 2 taught a Reception PE class which demonstrated the confidence and leadership skills they have acquired on the course.</p> <p>Children reported - “I got better at sport” “We improved our motivation skills” “We had to keep them going by cheering them on and encouraging them.” “We have improved our communication in many different ways because it is quite hard to talk to reception as they are very small and might not understand everything you say.” “We learnt team work” “You need to always get everyone involved” “Don’t leave people out” “She taught us to be respectful”</p> <p>PE Leader shared AFL techniques, teaching ideas and assessment strategies with staff, which allowed teachers to be more confident and secure while instructing PE. Lesson observations have continued to evidence highly effective teaching and learning throughout the school year impacting positively on attainment - evidenced by 96% of pupils having met the KS1 objectives for PE at the end of Key Stage One / Year 2 and 22% of the year group working at a greater depth.</p> <p>Shared CPD opportunities were utilised with other Croydon schools, sharing practice and developing new ideas.</p> <p>100% of teachers reported that they are now more confident to teach PE compared to 90% at the beginning</p>
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<p>Sports and Playground Equipment</p> <p>£7, 632</p>	<p>Resources bought to provide opportunities to try new and exciting sports and deliver high quality lessons.</p> <p>Playground equipment to be bought according to pupil voice/interest as well as gaps in attainment.</p>	<p>All pupils</p>	<p>New resources will enhance provision across the subject leading to improved outcomes.</p> <p>There will be new and varied play time activities to keep the children involved and interested in sport throughout their school day.</p> <p>These new resources will also enhance the development of PE teaching and activities in future years.</p> <p>New resources will improve cross-curricular links.</p>	<p style="text-align: center;">New playground equipment / design has been commissioned following pupil requests evidenced in questionnaires and interviews.</p> <p>Play leaders (Year 2 children) organise and set up the playground equipment every lunchtime, taken from pupils interests – a higher proportion of children are engaged in physical activities and sports during play times compared to last year.</p> <p>Awaiting installation of new playground equipment / redesign of playground space to improve levels of activity during playtimes.</p>

			Children will experience a wider range of sports and games while working in a safer environment.	
<p>Employment of trained sports coach to demonstrate best practice and embed new PE initiatives across the school.</p> <p>£5000.00</p>	<p>Trained professional to work with staff across all year groups demonstrating outstanding PE teaching, developing staff's knowledge of strategies and approaches for teaching PE. Trained professional will run targeted intervention groups across all year groups focusing on gross motor development and more able PE learners.</p> <p>PE leader will lead staff meetings to keep staff updated and refreshed with lesson ideas.</p>	<p>All pupils, with a focus on: *SENd *More / less able</p>	<p>Targeted intervention groups will improve children's gross motor skills and balance. The more able intervention group will improve children's teamwork skills and specific tactics.</p> <p>Teaching of PE will be further enhanced. Improved confidence amongst staff (Staff questionnaires) and will ensure high standards of teaching and learning are maintained in PE.</p> <p>Teachers will report on the positive impact these interventions.</p>	<p>Targeted intervention groups have taken place across the school.</p> <p>Less able groups have developed gross motor, balance and spatial awareness in all year groups. All groups in Reception showed accelerated rates of progress across the year. Pupils in Years One and Two showed improved levels of confidence and co-ordination from their own starting points.</p> <p>Groups that are more able have developed understanding of tactics (attack and defence) and mentoring skills.</p> <p>Practice has been shared and modelled by the sports coach to teachers and teaching assistants across the school. This has improved the range of activities and sports that are taught within lessons. As a result, pupil attainment has increased (see above).</p> <p>Teachers comment positively on how specific pupils have developed as a result of the targeted interventions.</p> <p>"Their balance has improved significantly and they now have more confidence during PE lessons." "They are less apprehensive when trying new games / challenges."</p> <p>" The More Able group have a stronger understanding of tactics and sportsmanship. Their skills as leaders are regularly utilised during lessons as role models / helpers / demonstrators."</p>
<p>Off-site Courses</p>	<p>PE team signposting staff to relevant courses to ensure up-to-date knowledge and skills in PE.</p>	<p>All pupils</p>	<p>High quality CPD will improve the teaching of this subject. Outstanding practice will be shared ensuring high attainment and progress in PE across the</p>	<p>Subject leader attended School Sports Partnership training in the Autumn term. Fed back to whole staff and signposted suitable activities to each year group to improve progress and outcomes for all groups of pupils.</p>

			school. All lessons will be effective or better.	100% of PE sessions observed over the year have been highly effective.
Resources £252.00	Step counters, 5 a day membership, playground resources that promote fitness.	All pupils	Resources purchased will promote healthy lifestyles and thus raise awareness of obesity in order to help reduce obesity levels in the future. Resources will provide the opportunity of some physical activity within the day.	<p>'5 a day' has continued to be used regularly in the vast majority of classes.</p> <p>Each class has a step counter to track the number of steps each child makes in a day – encouraging competition and physical activity throughout the school day. Children have a greater awareness of the need to remain active.</p> <p>Pupil questionnaires show a strong understanding of how PE and being active is part of leading a healthy life. Pupil interviews across each year group also demonstrate this understanding.</p> <p>“Being outside and playing keeps me healthy” – Y1 “PE helps us stay focused because we use energy” – Y1 “PE helps us stay healthy because we are exercising” – Y2 “PE keeps us active” – Y2 “PE makes me think about what my body is doing and what is good for it” Y2</p>
Resources £105.00	New equipment and resources for use during classroom sessions and brain breaks.	All pupils	Resources will allow PE to be involved in a variety of lessons to improve co-ordination and understanding of being a healthy person. PE will be linked to mindfulness where appropriate so children will understand that being active is key to healthy body.	<p>The impact of the purchased resources is shown through pupil quotes:</p> <p>“Sometimes I feel a bit sad or busy so I run about and it helps” “It calms me down” – Child eligible for PPG “Sometimes PE and exercise can take my mind off things because I am so relaxed” – child with SEND “It makes me exercise which makes my mind happy”.</p>

TOTAL SPEND: £17, 790