

Impact of Sports Premium Funding Report

<u>Sports Premium Grant Financial Year</u>	<u>Budget</u>	<u>Actual Spend</u>
2013 - 2014	10,265	10,265
2014 - 2015	10,195	10,195
2015 - 2016	10,300	10,300
2016 - 2017	10,400	10,400
2017 - 2018	20,800	20,800
2018 - 2019	£20,750.00	£19,800.00
2019 - 2020	£20,790.00	8,564.07 (31.05)

Academic Year 2019-20

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

- Pupils have loved using the new equipment and have asked to use it. Used for lessons and clubs.
- Lots of shared ideas and pictures.
- Photos and feedback from parents and pupils about physical activity they have been doing at home. Pupils were able to take part in an active mile at break and lunch times.
- COVID 19 has given the department a chance to email and create online learning classrooms and share new resources and ideas about staying active. Staff, pupils and parents have been getting involved with activities. Lots has been shared on Facebook, Twitter, Google Classroom etc.
- Huge update at three breakfast clubs (this has led to splitting year groups and adding an extra club). Have had an increase in staff getting involved. Needed to buy more equipment, asked PSA to support with buying new tables after the ones used were condemned.
- Club has led one of the table tennis teams to participate in the level 1, 2 and 3 competitions. Also introduced badminton into the curriculum.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

- High level of participation for pupils across the school. This added to a school ethos of cohesion around participation.
- To help with raising standards and with transition to the middle school.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

- Pupils who are vulnerable so cannot access the curriculum to its fullest have ongoing support, allowing them to take part and benefit the same as other pupils. Closing the gap. This has also meant they have been able to take part in level 1 and 2 competitions.
- Staff have felt smart, part of the department and are equipped when involved.
- Broader range of experience and skills for all staff, enabling curriculum to continue to be current and refreshed.
- Staff and pupils can be more creative and use technology in lessons to inspire, challenge or simply to engage pupils who might otherwise not be as forthcoming

Indicator 4: Broader experience of a range increased participation and progress seen for these specific pupils. Increased development of holistic and whole rounded skills, e.g. communication etc.

- Pupils have opportunities to take part in level 2 fixtures, providing valuable opportunity for all.
- Pupils have opportunity to experience high level sport, inspiring higher participation levels.
- Pupils who are vulnerable so cannot access the curriculum to its fullest have ongoing support, allowing them to take part and benefit the same as other pupils. Closing the gap.
- Helped with lessons – we see a positive approach.
- Pupils who have not had a chance to swim and are unable to swim, now have had that opportunity with specialist coaching. We did a 6-week course for all target pupils (water safety and some moved onto stroke development).

Indicator 5: Increased participation in competitive sport

- More pupils get to access level 2 and 3 competitions.
- More pupils get to access level 1 competitions.

Academic Year 2018-19

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

- No impact currently- installation week commencing 15th July 2019.
- Photos and feedback from parents and pupils with regards to physical activity they have been doing at home. Pupils were able to take part in active mile at break and lunch times.
- Huge update at three breakfast clubs- had to increase staffing and buy new equipment which also led one of the table tennis teams to participate in the level 1, 2 and 3 competitions.

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Academic Year 2017-18

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.

Impact –

- Through running and establishing a change 4 life club, participation has been increased at break times for some of the disengaged pupils within PE.
- The Sportability clubs are running every week and this has allowed SEN pupils to have better levels of differentiation within lessons and clubs. They also take part in level 1, 2 and 3 competitions on a regular basis. JBE has had high involvement in the teaching and learning with the KS2 pupils who have specific needs, liaising with staff and support pupils in a multitude of ways.
- CML has undertaken the role of SSP coordinator for the academic year, allowing high participation rates among the partnership schools and our own in KS2.

2. The profile of PE and sport being raised across the school as a tool for whole school improvement

Impact –

- Inter-house competitions have ran in increased numbers and have been pushed and advertised throughout the entire schools through the new House system. This has seen increased participation rates in level 1 competitions for all levels and abilities. E.g. Boccia.
- The RBA transition sports festival ran for year 4 pupils from surrounding lower schools who will be attending RBA in the next academic year. This aimed at inspiring pupils who will be KS2 next year, promoting an ethos for high participation rates.

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

Impact –

- RBA staff member in charge of monitoring and tracking data for the new target groups in PE. This has enabled teaching staff to target these pupils in both lessons and clubs, improving engagement.
- Department CPD has been established and inbedded into the academic calendar. Staff have undertaken a number of CPD courses both run in house and externally by coaches. This has allowed staff to have higher subject knowledge, teaching and learning understanding and sharing of best practice to ensure better outcomes and more positive experiences for pupils.

4. Broader experience of a range of sports and activities offered to all pupils

Impact –

- Staff have a Sportability club up and running at a high quality of delivery. A specific staff member is in charge of this and has been trained in all the areas needed allowing him to run a variety of activities for target pupils, hence increasing participation rates.
- Trips to see rugby at Twickenham and ice hockey at MKL have run for pupils to go and watch high quality sport take place in a National/international arena. This has inspired pupils to be more interested in sport and increased engagement levels in lessons.
- A trip for pupils who are pupil premium has been run in Bromham, led by SSG from Bedford. This aimed to increase self-confidence of pupils who are disengaged and in need of a social boost, using team building and fun activities. This saw pupils conquer fears and work together, using skills they might normally struggle with. Pupils have all increased their confidence in school, particularly their PE lessons.

5. Increased participation in competitive sport

Impact –

- A high number of level 2 competitions have been entered and transport has been used through funding to allow this to happen, thus increasing participation rates at such competitions.
- Inter-house competition timetable set up and ran throughout the year, meaning that engagements and participation rates are high and inclusive competition have been included to aid this.

Academic Year 2016-17

- We purchased membership to the Redborne Sports Partnership again and provided further sport enrichment activities, as well as acting as fixtures organiser.

Impact – *Children enjoyed competing with local schools in fixtures, festivals and tournaments throughout the year. This provided additional competitive opportunities as well as leadership training for our older children in Year 6. Our staff continued their professional development and attended further training to increase their confidence and expertise in delivering key curriculums.*

- We provided CPD opportunities for the TA and non-specialist teachers, purchased additional games resources to promote active break times.

Impact – *More clubs and fixtures ran allowing increased participation numbers, evidenced by club registers.*

- We developed the quality of sports teaching within the school in lessons and for clubs, through targeted intervention and within break time and after school club activities.

Impact - This was achieved by investing in training for teachers, teaching assistants, play leaders and volunteers. Methods such as peer-coaching allowed us to develop further and sustain these improvements in the future. Weekly clubs and regular fixtures took place providing inclusive sporting opportunities for SEN and PP pupils (Sportability). This has increased lesson progress and pupils engagement within PE and sports.

- External coach/instructor to run a session for pupils in specific target groups, such as Cheerleading as a lunchtime club. Helps to encourage children who are unable to take part in squads or are reluctant or unable to participate (disengaged).
Impact – More clubs and fixtures ran allowing increased participation numbers (evidenced by clubs timetables, which are promoted on Firefly (school learning platform) and Facebook.
- Organise and run a trip for target PE pupils to provide them with OAA activities.
Impact – This helps to promote an inclusive and safe setting for pupils to develop their confidence and self-esteem, which has also led to a number of pupils joining outside clubs. Pupil questionnaires took place to ask pupils how they felt about their confidence in their own ability and their feelings towards stretching themselves outside their comfort zone. They all felt that they had tried something they were initially uncomfortable with and had pushed their own personal limits.
- Trip run to give pupils the chance to experience live sports, watch England Netball or Mavericks, Saracens and Harlequins playing high quality sports.
Impact – Promotes sports and allowed pupils and parents to attend and see live sports, how they are played and aspire to play at that level but also for those who do not like participation enjoyed the spectator element of sport.
- All catchment lower schools and year 5 to be in mixed teams to compete in netball or a football session at RBA. To help with raising standards and aid in the strong transition to middle school.
Impact – gives pupils the chance to visit the school in an extra-curricular way. Meet new people and get a feel of the schools ethos and get excited about what is to come in September. Parent feedback showed that they felt it was a great introduction to RBA life. Uptake in sports clubs when these pupils started at RBA was high as a result, it also allowed staff to spot potential and inject a positive ethos early.