

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	£20,750.00 (now spent 05.05.22)
2019 – 2020	£20,790.00	£20,750.00 (now spent 05.05.22)
2020 – 2021	£20,790.00	£20,750.00(now spent 05.05.22)
2021 - 2022	20,800.00	£10,354.14 spent, 10,445.86 carried to 2022-2023

Academic Year 2021 – 22 CURRENTLY A WORKING DOCUMENT

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 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). Pupils water confidence increased.

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

- SSG Transfer/step up day for our new year 4's Sept 6th 2021- New year 5's had the opportunity to experience the school and have a smooth/gradual transition opportunity without other year groups in the school, after such a challenging year prior. Allowed pupils to develop skills such as; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience.

18.07.2022

- Increased tennis equipment ensured active lessons and more participation as the introductory of the new sport was successful. This will allow more time on the ball, increasing opportunities to develop skills such as coordination and agility. Pupil enjoyment increased as a result of getting more game time and small sided games able to take place. Equipment can be used for years to come.

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

- Cheerleading- Provided resources and new teaching card to upskill all staff to deliver High quality PE lessons. Staff have increased confidence to deliver these activities, allowing pupils a wider range of opportunities and better quality of delivery.
- PE conference attendance (HOD and AHOD) Broader range of experience and skills for all staff, enabling curriculum to continue to be current and refreshed. CPD delivery for whole of PE dept as a result- shared best practice, increasing benefit for all pupils.
- Staff have felt smart, part of the department and are equipped when involved.

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.

- Increase range of extra-curricular opportunities offered to pupils, increase the number of clubs on offer and the number of pupils able to participate. Raises pupils physical, social and emotional self-worth. Pupils enjoyment in these activities has been clear to see, waiting lists for attendance and more sessions put on to allow everyone to take part.
- 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. Self-esteem and confidence to be active, improved for these target children, as a result.

Indicator 5: Increased participation in competitive sport

- Inspiration sports wall to showcase inspiration sportsmen and women across the years/diversities. Pupils talking about sports people and what they have achieved, now knowing the lifestyles they have lived through and relating these people to themselves.
- Active mile banner/4 house banners- promoting wellbeing and school ethos, active lifestyle, leadership and belonging. Pupils have been taking it upon themselves to be active in their own time at school, seen running around the netball courts to challenge themselves to be active and complete personal challenges.
- Netball umpire taken to county netball tournament, allowing an extra team to take part and experience this competition against other schools.

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- Extra member of staff present to support large PE groups where there are lots of target pupils, needing extra support for understanding etc.

Academic Year 2020-21

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

- Active school's life PowerPoint and school's active mile challenge July to 30th September for parents and pupils. Encouraging them to be active in their own time. This has continued to autumn, spring and summer school house competitions. COVID 19 has given the department a chance to email and create online learning classrooms and share more resources and ideas about staying active and thinking about healthy choices. Staff, pupils and parents have been getting involved with activities, lots has been shared on Facebook, Twitter, Google Classroom etc.
- January school pe pledge online focused - I will try my best to do 30/60minutes of sustained activity per day (walking, jogging, cycling, scooting etc) and look to do one healthy food swap a day. In school pupils have been timetabled 3 hours of PE to support well-being and staying active.

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

- PE Inter-house competitions to raise the profile of PE across the school. Introduced in a new way to compete due to covid stopping club and fixtures this year. We saw this would allow the opportunity for all pupils to take part, allow a fun competition element, supporting skills such as organisation, team work and help wellbeing across the school. Took part over three weeks dedicated to this from 23rd Nov – 11th Dec.
- Introduce equipment to allow pupils to understanding physical fitness and the theory of how we can test (using peak flow meter, peak flow mouth piece, hand grip dynamometer etc). This linked with science and allowed linked learning when forced inside due to weather and covid restrictions.
- School are offering a full day off timetable to all pupils to provide pupils with something to look forwards to, where they can use and develop skills such as; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience. Skills which they have missed out on due to no day trips or residential for the last 18 plus months.

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

- Provided resources and new teaching card to upskill all staff to deliver High quality PE lessons
- Develop new resources and bought new apps which have been introduced into PE lessons, allow staff to deliver High quality PE lessons and incorporate new technology and support pupils' needs and interests.
- 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 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

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.

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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.

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

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- 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.

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

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- 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 and can't access the curriculum to its fullest have ongoing support allowing them to take part and benefit the same as other pupils. Closing the gap.
- Broader range of experience and skills for all staff, enabling curriculum to continue to be current and refreshed.

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- Pupils who are vulnerable and can't access the curriculum to its fullest have ongoing support, allowing them to take part and benefit the same as other pupils- closing the gap.
- Pupils who have not had 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

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- More pupils get to access level 1 competitions.

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 –

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- 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.

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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.