

# Sports Funding Report 2019 – 2020 Impact & Evidence so far and carry forward into 2021

Compiled by Headteacher

Intent & Implementation – Physical Education and Activity

Funding Received: £17880 2019-2020

Review Period : September 2019 – July 2020

<u>Cost (£)</u>	<u>Initiative or Event</u>	<u>Impact &amp; Evidence</u>	<u>Sustainability and Potential Next Steps</u>
£0	A visit from a Para-Olympic athlete to visit the school to inspire and motivate pupils.	<ul style="list-style-type: none"> <li>• <b>Due to COVID-19 this did not go to plan</b></li> <li>• During COVID March to Summer, pupils were encouraged at home and in school sessions to take part in the Joe Wicks initiative online.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at alternative ways to develop pupils' aspirations in sport by contact or finding online webinars that focus on professional sports persons.</li> <li>• Use the Fitness programme set up by the athlete as part of a weekly or termly event.</li> </ul>
£310	Travel cost to attend sporting events and competitions run by the Stroud District Sports Association.	<ul style="list-style-type: none"> <li>• Transport was provided by the school to the following events:               <ul style="list-style-type: none"> <li>○ Tournaments provided by District Sports – the pupils attended 1x Netball and 2 x Football Tournaments in November 2019</li> <li>○ Cheltenham Dance festival. January 2020 14 on the day 18 were in the after school club.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Continue to support travelling costs to sporting events.</li> <li>- Host more than one event next year to reduce travel costs.</li> <li>- Find ways to transport pupils to and from sporting events that not always rely on hiring a minibus or coach.</li> </ul>
£600	To release the PE specialist to provide CPD to staff in areas of the PE curriculum.	<ul style="list-style-type: none"> <li>• PE Specialist monitoring found that in the Autumn term there was a greater focus on delivering quality PE lessons as a result of the previous year's Real Gym training.</li> </ul>	<ul style="list-style-type: none"> <li>- SLT to monitor outcomes and quality of training.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Greater amount (72%) children on track to achieve expected standard in gymnastic.</li> <li>○ Increase in achievements as shown by depth within the teachers' assessments.</li> <li>● Timetable monitoring of when PE sessions took place, identified that there was a key focus on the skills being taught and the development of recording and assessing those skills for pupils was now in place within INSIGHT tracker.</li> <li>● Evidence of PE learning taking place in theme books and pupils' evaluations of skills – an improvement of recording PE learning for assessment purposes and evidence based learning.</li> <li>● Evidence in monitoring and pupils' outcomes suggests that staff have a greater confidence in delivering PE skill lessons and assessing the skills.</li> <li>● Staff meetings &amp; CPD delivered by PE specialist: <ul style="list-style-type: none"> <li>○ Team run- implementing the whole school 10-minute team run during the week. All classes took part throughout the week and pupils enjoyed the competitiveness against peers and staff.</li> <li>○ Evidence based learning in PE – how to record evidence of PE skills demonstrated by pupils to support teachers' judgements. Good ideas presented to teachers on different ways they could evidence base skills learning in PE and use this to support their pupil assessments.</li> <li>○ Fruit Tuck shop (promoting healthy eating) – the aim of the Fruit Tuck shop, how it will operate and that it was solely organised by the pupils to ensure that healthy snacks are available to all.</li> </ul> </li> </ul>	
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£2048.45	New equipment to support all learners, specifically those who have SEND need.	<ul style="list-style-type: none"> <li>● A wide range of equipment is in school which supports the delivery of the PE curriculum.</li> <li>● Pupils’ positively engage in lessons and during break times.</li> <li>● A wide range of equipment is accessible and used by pupils at break times. This has been developed further with the introduction of Playmakers.</li> <li>● Activities &amp; equipment to support pupils with additional needs are in school: <ul style="list-style-type: none"> <li>○ Sensory train track that was implemented for Fizzy intervention.</li> <li>○ Sensory balls e.g. ribbed, balls with bells in for visually impaired pupils &amp; material quoits.</li> <li>○ Gym equipment purchased to replace old resources.</li> </ul> </li> <li>● All pupils interact positively with the equipment at break times.</li> <li>● Sporting signs to inspire pupils are displayed in the upper playground influence and motivate pupils to keep fit.</li> <li>● Pupils’ attitudes to PE and outside use of equipment improved.</li> <li>● Behavioural incidents decrease at break times ref: Behaviour data for autumn term 2019.</li> </ul>	<ul style="list-style-type: none"> <li>- PE specialist to audit existing equipment and purchase new if required.</li> <li>- PE specialist to audit resources and equipment for the teaching of the PE curriculum and for pupils who have specific learning needs.</li> <li>- Wear and tear audit to be in place and updated regularly.</li> </ul>
	Playmakers – Playmakers have been appointed and deliver a range of physical activities at lunchtimes.	<ul style="list-style-type: none"> <li>● Increased activity levels across the school. Ref. monitoring. Identified more engagement from pupils taking part in activities and the enjoyment experienced.</li> </ul>	<ul style="list-style-type: none"> <li>● There is no cost for this event since training the children is free. However, updating equipment for the</li> </ul>

	<p>Playmakers have a playground and field routine, delivering activities based on which part of the school is accessible.</p>	<ul style="list-style-type: none"> <li>• Raising the profile of sport across the school. Ref. assemblies.</li> <li>• Developing leadership opportunities for children. Playmakers was supported by good play leader by PE specialist who enrolled 32 pupils to be actively involved</li> <li>• Training was thorough and worked across both pupils and MDS.</li> <li>• Playmakers had new play equipment that allowed them to explore and deliver new sporting activities during unstructured times.</li> <li>• MDS – staff meeting to review Playmakers identifying strengths and areas to develop. <ul style="list-style-type: none"> <li>▪ Further training for the Playmakers on making sure the handover between the lunch rota was smoother and did not impact on the activities in the second half.</li> <li>▪ Recapping with MDS staff their remit when the Playmakers are leading their session.</li> <li>▪ Vast majority of pupils joined in with the activities and enjoyed the variety of activities set out.</li> <li>▪ Some pupils felt that they just wanted to play football. This was resolved by MDS staff overseeing a penalty shootout during playmakers. This reduced behavioural incidents surrounding the game of football considerably.</li> </ul> </li> </ul>	<p>playmakers will need to be budgeted for.</p> <ul style="list-style-type: none"> <li>- Train new Playmakers next year.</li> <li>- Update equipment stock for Playmakers to access.</li> <li>- Develop the number of children accessing the training, allowing Playmakers to operate every lunchtime.</li> </ul>
£460	<p>Expenditure to support swimming lessons and transport for Y3, Y4 &amp; Y6 pupils</p>	<ul style="list-style-type: none"> <li>• The school promotes water safety and complies with its statutory duty of ensuring that all children in the</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the provider for swimming lessons assesses Y6</li> </ul>

		<p>school have swimming lessons by the time they leave KS2.</p> <ul style="list-style-type: none"> <li>• 91% of Y6 pupils demonstrated that they could swim 25m+.</li> <li>• 32% demonstrated that they could swim 50m</li> <li>• 24% demonstrated that they could swim 100m</li> <li>• 33% demonstrated that they could swim unaided between 5m – 20m.</li> <li>• 91% demonstrate the statutory swimming strokes confidently in Y6.</li> <li>• 84% demonstrated water safety fully clothed.</li> <li>• Y3 &amp; Y4 did not attend due to COVID – 19 restrictions.</li> </ul>	<p>against the statutory requirements.</p>
<p>£1000 set up costs.</p>	<p>Healthy Enterprise – Child led snack shop</p>	<ul style="list-style-type: none"> <li>• 46 pupils engaged with the healthy snack shop at break times. 26% of the school population took part in the Autumn term (initial term).</li> <li>• 6 x Y6 pupils were in charge of organising the distribution of fruit to the classes and taking in the money.</li> <li>• The fruit was a maximum of 20p per day and allowances were made for PP pupils.</li> </ul> <p>Due to COVID- 19 restrictions this enterprise had to stop.</p>	<ul style="list-style-type: none"> <li>• Promoting healthy living through setting up a child led enterprise.</li> <li>• Ongoing training and succession planning for pupils to get involved and promote healthy mind, body and food.</li> </ul>
<p>£40K + Ongoing project Includes Bf/w funds from previous years.</p>	<p>To revamp existing sporting areas within the school grounds allowing them to be accessed and utilised in all weathers.</p>	<ul style="list-style-type: none"> <li>• Quotes into the school to develop the existing play areas are in the region of £58K – 90K depending on the equipment and facilities the school would like to pursue.</li> <li>• Outdoor sport areas and facilities for pupils to use both in lessons and in after school provision have improved. This is even heightened by the need to have class bubbles in place during COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a resource that will be used year on year to encourage and promote active living and sports.</li> <li>• To report the impact on pupils’ engagement when the revamp of existing facilities has taken place.</li> </ul>

Total Estimated Spend: **£17880**

**Review: February 2020**