



## WARDEN HOUSE PRIMARY SCHOOL

# Physical Development / Sports Premium Impact Statement Strategy Statement 2018-19

### Current context

Building on the outcomes from 2017-18, the Sports Premium Allocation 2018-19 is £19,830. This strategy statement outlines the key barriers to sports provision and highlights the key strategies to improve the sports provision for pupils at Warden House Primary School.

### Barriers to future achievement in sport

#### In-School Barriers

High deprivation at the school, with 31% pupils eligible for free school meals (in the last 6 years). As such the in school barriers include:

- Children's self-esteem and confidence in sports.
- Breadth of sporting activities outlined in the National Curriculum restrict the range of sporting skills delivered.
- Teacher and TA knowledge of key skills in new sporting activities providing the need for teacher coaching skills across key sports.

#### External Barriers

- With high levels of deprivation, many pupils have limited access to clubs and sporting activities outside the school.
- Some pupils have not experienced sporting activities beyond the standard sports curriculum, including the access to sporting clubs beyond school.
- Some diet and health choices at home may not lead to a healthy lifestyle.

### Aims and objectives.

Our funding allocation for Sports Premium is £19,830 for the academic year 2018-19. This document outlines the key areas of development, their impact and the costs to demonstrate the impact of the Sports Premium funding on our children and staff. There are four key aims to our strategy for the Sports Premium funding during the academic year 2018-19

### **1. Through increased engagement in sport, attainment will be raised both within sport and across subjects**

'Studies have shown that an increase in physical activity within a school environment has provided a significant increase in academic performance and concentration levels. " Youth Sport Trust (YST).

### **2. Improve positive attitudes, skill, health and well being, communication and team-work.**

'Healthy behaviours in childhood set patterns for later life and, if acquired early, can have a dramatic impact on well-being. Nearly a quarter of all reception aged children and one third of year 6 pupils are overweight or obese (National child measurement programme 2010). It has been documented that inactivity causes 9% of premature mortality. (YST)

### **3. Increase and extend sporting opportunities for children**

This involves introducing children to opportunities across sport, providing them with access to a healthy lifestyle embodied in positive fitness and mental wellbeing.

### **4. Development of teacher confidence and competence.**

Children at Warden House partake in 40 minutes of gymnastics or dance and 50 minutes of games a week. Year R,1,3 and 4 complete 10 - 12 swimming sessions, with year 6 going on a residential outdoor and adventurous activity week. All children have the opportunity to partake in 'Wake up and shake up' sessions. We offer a range of after school clubs including football, dance, multi skills, "Ace of Clubs" and cricket. Competition is provided via inter school festivals and matches. This year we will compete in football, sports hall athletics, tag rugby, swimming, multi skills, and tennis plus the multi-sport 'Summer Cup'

## **Desired outcomes**

### **1. Through increased engagement in sport, attainment will be raised both within sport and across subjects**

- Targeted pupils to demonstrate a diminishing of difference between them and their peers (and when compared with other pupils nationally) both within sporting activities and in maths (linked to the maths of the day initiative).
- Through tracking of sporting skills linked to the expenditure, a clear measure of impact recorded for targeted groups.
- Sport assessments by teachers demonstrate accelerated progress in skills, understanding and knowledge about sport and healthy living. -Using outside specialist coaches to start new clubs, Cheerleading, Archery, Tag Rugby, Trampolining

### **2. Improve positive attitudes, skill, health and wellbeing, communication and team-work.**

- Pupil uptake for sporting activities both within school and beyond increases.
- Pupil sport survey demonstrates heightened enjoyment in sport and an increase in healthy choices in activity.
- Using sports leaders and role models, pupils introduced to inspirational sportsmen and women to inspire and motivate.
- Wake up and Shake up team leaders trained and leading these sessions.

- Through the employment of a playleader and resourcing of playtime games, teamwork and engagement in healthy play increases for pupils, especially disadvantaged pupils.

### **3. Increase and extend sporting opportunities for children**

- An increasing number of pupils, including disadvantaged pupils, join a range of school sports clubs.
- Specialist sporting activities, including horse riding, golf offered to extend pupils' access to these sports; providing links with clubs beyond the school for pupils who wish to take their new interest further.
- One Olympic Week, one Olympic / Paralympic day and a Summer Sports Day undertaken to introduce a range of new sporting activities to pupils, including a range of Paralympic sports to develop the Paralympic and Olympic values. - Table tennis club introduced as a new sport for the school.

### **4. Development of teacher confidence and competence.**

- Through monitoring and assessments of the new scheme

*In addition to the targets outcomes linked to the four key objectives above:*

- Through effective monitoring of the impact of sporting activities funded by the Pupil Premium Grant, SIMS used by the Sport Lead and Trust Business Manager to track impact with expenditure.

# Review of Expenditure for Academic Year 2017 - 18

## 1. To lead to an increase in attainment both within sport and across subjects.

Success criteria:

- Offer five sports beyond the standard National Curriculum to engage our pupils in fresh opportunities and sporting skills. - PE skills tracked using a new assessment system to ensure all pupils make strong progress.

### ***Impact:***

Through our Olympic Days, children have been introduced to at least 5 sports beyond the National Curriculum. Children in Years 4, 5 and 6 have had new opportunities in particular sports, increasing their confidence and skill set in a range of new activities; as a result, a number of pupils have pursued the sports further through connections with out of school clubs. Golf lessons have developed a confidence in the pupils and a discipline linked to the etiquette on course, introducing disadvantaged pupils to this sport has also been very positive. Fencing for year 6 has engaged pupils in a new sport. Tennis tutoring has benefited sixty pupils and developed a strong skill set in tennis, with a number of pupils keen to take this interest further in local facilities and clubs. The whole school trip to Gravity engaged all pupils in this activity, with children supporting one another and thriving on the challenge of learning a new skill. Many children re-visited the facility. The use of the new Greenacre PE scheme has led to an increase in teacher confidence to deliver the high quality teaching, learning and assessment. Year 2 won the Premier Sports Dance competition for Deal Schools.

## 2. Improve positive attitudes, skill, health and wellbeing, communication and team-work.

Success criteria:

- Provide three Olympic days to extend a range of teamwork skills.
- Arrange a whole school sporting trip to develop skills and a shared sporting experience.

### ***Impact:***

Olympic Days and Sports Day have inspired children to engage in new sports and develop deeper team spirit. The whole school Gravity trip introduced children to a new skill and enabled children of all abilities to achieve and enjoy a new skill. Introducing the Sports Days meant children worked together in their house teams encouraging communication and team-work.

## 3. Increase and extend opportunities for children.

Success criteria:

- Provide horse riding for vulnerable groups of children to boost confidence and oracy.
- Engage 50% children in an after school sporting activity.
- Develop the engagement of pupils in sport play during break and social times. - Increase health and fitness through healthy school activities.

***Impact:***

Targeted pupils have gained improved confidence, resilience and oracy when engaged in horse riding. KS2 children have had the opportunity to become role models whilst supporting the Play Leader. Children's engagement in after school activities has increased so more than 50% of pupils have attended an after school active club, including the targeting of key pupils who are reluctant to engage in the 'Ace of Clubs'. Sport activities at playtimes has increased through the training and engagement of lunch staff and school Buddies, leading to a more active playtime for pupils. Play Leader developed for KS1 and KS2 playtime to lead active play, as a result targeted pupils are being increasingly active and enjoying their playtimes.

**4. Development of teacher confidence and competence.**

Success criteria:

- Introduction of the Greenacre PE Scheme
- Introduction of the new PE Assessment

***Impact:***

**Staff introduced to the new scheme and Pupil Voice confirmed the success of the new skills being taught.**

***Other Costs:***

*PE development Days – Mrs Bishop and Mrs Grant attended the PE Conference.*

***Other Opportunities:***

*Bikeability Proficiency for Year 5 pupils, leading to children engaging in cycling, ensuring a safe approach to cycling on the roads.*

## Swimming Attainment Report for Year 6 2017-2018

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes