

WARDEN HOUSE PRIMARY SCHOOL



Physical Development / Sports Premium Impact Statement Strategy Statement 2019-20

Current context

Building on the outcomes from 2018-2019, the Sports Premium Allocation 2019-20 is £19,810. 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 % 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.
- Teachers awareness of pupils that don't have access to sports beyond the curriculum.
- Pupils awareness of leading a healthy lifestyle and the importance of exercise a healthy balanced diet.

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 £ for the academic year 2019-20. 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 2019-2020

Review of Expenditure for Academic Year 2019 - 20

The school will continue to pursue the following key objectives for sport:

1. To develop a love of sport and physical activity in daily life.

- Play equipment/sport trails.
- To improve the social interaction and game playing at break times.
- To provide additional resources for teaching PE.
- To develop the strength, fitness and level of daily physical activity.

Impact:

KS2 children have had the opportunity to become role models whilst supporting the Play Leader prior to school closure. 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 pupil are being increasingly active and enjoying their playtimes.

2. To increase the engagement in sport outside the curriculum.

- Uptake in a variety of sport clubs.
- Increase the variety of clubs on offer and reviewed termly.
- Aim sport clubs at KS1.

Impact:

Olympic Days and Sports Day have inspired children to engage in new sports and develop deeper team spirit. The whole school ice skating trip introduced children to a new skill and enabled children of all abilities to achieve and enjoy a new skill. Children's engagement in after school activities increased prior to school closure, including the targeting of key pupils who are reluctant to engage in the 'Ace of Clubs'. Clubs were created for children across the school to access.

3. To increase awareness and improve attitude towards living a healthy lifestyle.

- Healthy living week/event.
- Introduce an after-school cooking club aimed at healthy eating.
- Reintroduce 'change 4 life' scheme as an after-school club.

Impact:

Ace of clubs continued to run with plans to revamp as Change4life prior to school closure. Plans were in place to run a healthy living week working with PSHCE and Healthy Schools subject leaders. Unfortunately, this was unable to take place due to school closure.

4. To buy a school sports kit/equipment

-Purchase new sporting equipment for indoor and outdoor PE activities.

Impact:

Some new sporting equipment was purchased during the first third of the year to support the teaching of PE. Resources will continued to be reviewed this year and necessary equipment will be purchased in line with the sports and activities being taught in the curriculum overviews.

5. To increase the % of children being able to swim 25m by the end of primary school.

-Swimming assessments to be reviewed after years 4, 5 and 6. Those children identified as falling significantly below the expected levels of progress will be targeted for additional swimming provision.

Impact:

New swimming assessments were set up to ensure all staff and PE leaders can now closely monitor children's attainment in swimming. The outcome of this couldn't be measured due to school closure as children's swimming lessons ceased and final assessments couldn't be completed.

Swimming Attainment Report for Year 6 2019-2020

Unfortunately, children's attainment in swimming couldn't be measured due to COVID-19 restrictions. Some restrictions are still in place this year; therefore, we will review our capacity to restart swimming lessons on a termly basis and consider which year groups to prioritise for this year. We will also consider targeting individuals who are achieving below the expected standard.

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?	NA%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

