**LEEDON LOWER SCHOOL**

***2018 – 19***

***Sport Premium Impact Review***

***Working in partnership with***

***Leighton Linslade School Sports Partnership***

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

|  |  |
| --- | --- |
| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Increased provision of high quality PE lessons through support from Leighton Linslade School Sports Partnership (LLSSP) specialist staff.  Increased pupil participation in range of extra –curricular opportunities,  Support targeted children to develop a healthy, active lifestyle through the provision of an Energize club led by qualified coaches from LLSSP  Increased the opportunity for children to be engaged in leadership through specific training for Sports Leadership from LLSSP including running Level 0 and Level 1(Intra) School Games events.  Increased the level of participation in inter-school competitions, supporting opportunities for all children and becoming fully inclusive.  Support all Year 4 children develop life skills, through Level 1 Bikeability Training  Support opportunities to raise standards across all areas of PE and School Sport  Maintained standards for **Platinum School Games Mark – Completed Active School Planner and Inclusion Health Checks.**  Attended **22** events in **13** Different Sports, including participation in a Multi Sports Inclusion Festival  and **10** B Standard events & **1** C Standard  **100 %** of Year 4 students have been given the opportunity to train as Sports Leader  School has demonstrated the Principles of being an Active School via the integration of Active School Planner Heat maps and other such awareness and intervention programmes and resources. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: | |
| % | |
| School focus with clarity on intended **impact on pupils**: | Actions Achieved: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: | |
| To ensure all children have access to a minimum of 2 hours of high quality PE Teaching  To support school staff through whole school training on Active 30;300  To ensure all children have access to a range of opportunities for physical activity at lunchtimes  To support all children to develop a healthy, active lifestyle.  Provide opportunities for SEND children to take part in an inter-school festival of sport  Offering pupils bikeability lessons for all year 4 students, and learn to ride training as necessary | The school has utilized the Active School planner heat map to analyze its school timetable and will be reviewing its low activity periods.  CPD training has been undertaken to support staff on the concepts of 30:30.  Resources have been shared, including details on BBC Super Movers.  LLSSP have trained Young Leaders to support Mid-day Supervisors.  The school has analyzed pupil activity levels and through working with LLSSP has implemented a targeted program to address needs, via 15 weeks of Energize clubs throughout the year.  The school took a targeted group of students to the local middle school to experience the opportunity of competing and engaging with similar ability students from across the area  The delivery of this lifelong essential skill has been offered | £525.00  £150.00  £300.00 | Registration on [www.activeschoolplanner.com](http://www.activeschoolplanner.com) and the creation of heat maps,  Implementation of resources into low activity lessons, where appropriate.  An increased range of opportunities at lunchtime.  100% of students identified as being part of the least active (in the first half of the Autumn term) are now engaged in extracurricular sporting activity each week (Easter – July 2018) source SGM application.  A very positive experience was had for the selected students and attending staff. The levels of improvements in self-confidence and self-esteem was reported back within school  100% of Year 4 students have been offered training. By the time they leave our lower school they will have gained a valuable life skill. | Review and look at ways to implement change into the low activity area of the school day.  Develop PE and School Sport homework as part of cross-curricular project.  Ensuring continued training for the Young Leaders and Mid-day Supervisors.  Ensuring continued identification of the least active children and ensure appropriate levels of intervention as sustained.  Ensuring the opportunities are taken up again in forthcoming year.  Ensure the opportunities are taken up again this coming year for the next cohort of year 4’s. | |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: | |
| % | |
| School focus with clarity on intended **impact on pupils**: | Actions Achieved: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To ensure all children has access to a broad, rich and engaging curriculum  To ensure all children attend at least one Intra (Level 1) Festival throughout the year  To ensure all children attend at least one Inter (Level 2) Festival throughout the year  To ensure the school maintained and where possible increases it level of School Games Mark status | The school has used LLSSP Staff to help support the development of curriculum PE,  Via 1 to 1 team teaching, demonstration lessons, themed curriculum days, observations and feedback of staff delivery.  The PE Coordinator has attended LLSSP networking sessions, throughout the year.  Managed increased participation by giving all classes and year groups’ access to the Level 1 Intra School Festival offered by the LLSSP.  There has been an increase in the number of students that have attended LLSSP Level 2 School Games event this year.  The school has provided opportunities for students in **both A and B standards teams**.  Use of PE and Sports Funding to pay for centralized transport so the school can attend as many events as possible.  The school has competed in **13 different Sports at level 2 throughout this year.**  **The School has provided opportunities for 200 places at Level 2 School Games Competitions – Children may have attended more than 1 event.**  The School has maintained **Platinum status**    The school has recently found out its Platinum application was successful | £800.00  £150.00  £150.00  £1000.00  £75.00 | The school has received curriculum support covering  Themed Cheerleading Support Day  NQT Sport in year 1  Planning and Preparation.  High quality PE Lessons have been observed and taught across the age range of the school.  Children have had access to new teaching styles and new activities.  **100 % of all children have experienced a Level 1 Intra School competition**, of which at least one of them was organized by the Year 4 Sports Leaders for the younger children. This has helped develop team work, confidence, self-belief and respect from both the participants and the sports leaders planning the activities.  Feedback after attendance of the festivals.  Notification from Youth Sport and Sport England on the award.  Recognition for the schools work in developing the Profile of PE and School Sport within the whole school especially around its case study of.  “Demonstrating an holistic whole school approach to delivering physical activity in line with CMO recommendations of 60 active minutes per day” | School is to identify areas of support required for next academic year, through consultation with staff.  Staff to ensure training and knowledge gained is implemented and shared whole school where appropriate.  Planning has already begun for Sports Leader training, level 1 (Intra) school events for next academic year.  Continue to use the Sport Premium funding stream to enable future participation in LLSSP events,  Continue to work with the LLSSP to ensure current status of Platinum is maintained over coming years. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| School Focus with clarity on intended impact | Actions to Achieve |  | Evidence of impact on pupils including wider impact on whole school improvement | Sustainability and Next Steps |
| To ensure all children have access to high quality PE teaching | The school has worked alongside specialist PE staff from the LLSSP   * **Reception Gymnastics** * **Year 4 Cheerleading** * **Detailed Planning provided for Cheerleading** * **Guidance on resources and supportive teaching materials** * **Access to YST basic membership** |  | Following the training staff feel more confident in teaching a range of sports / activities. Further details below. | Ensure up to date training is maintained for all staff and support team  Ensure that training is shared between staff utilizing expertise within the school. |
| Curriculum Support in Cheerleading to upskill subject knowledge and understanding for all staff to be confident to teach the lesson | The Sports Partnership to use the curriculum hours to teach Cheerleading to Year 4  1 members of staff to observe and assist in the lesson for Cheerleading |  | Year 4 students were involved in the five Cheerleading lessons which was taught to two different classes. The intention of this is that the teacher will carry the Cheerleading on for their PE lessons and extra resources were added to the lessons for teachers to teach in the future.  The PE teacher at the school also really encouraged students to attend the Cheerleading Holiday Workshop as a club link and teacher will now be able to talent spot in the future by doing the flexibility exercises for the warm-up.  By offering a less traditional sport this boosted the confidence of many of the students as they proved to be successful in Cheerleading.  Impact on the teacher’s lessons - The teacher was able to see how the lesson was structured with a fun warm-up, arm motions which then linked to the Cheer, Cheerleading jumps and the progressions of the differentiated stunts. The resources were colour coded like a traffic light in Red, Amber, Green and Blue with Green and Blue showing a Star Challenge for the more able students and introducing a sense of pride through the class Cheer. This could easily link to cross curricular by teachers creating their own Cheer in their literacy lessons.  The teacher was provided with detailed differentiated Power Points to be able to teach the lessons to future year groups. Also as the teacher is a PE teacher she will also be able to train other teachers as she was able to observe how to teach Cheerleading safely and organise the lesson so that it had pace to it and to challenge students. | Curriculum Support 2019-2020  Staff to lead parts of the lesson |
| To develop knowledge in Gymnastics | 1 member of staff to observe and assist in the lesson for Gymnastics |  | The PE teacher worked with Elliott Browne the Gymnastics Coach to gain further knowledge of teaching reception students. This was for a 5 week period and valuable knowledge was gained |  |
| To learn how to structure a lesson using the School Games Values | To demonstrate how to use the School Games Value Boxes in a lesson |  | By using the School Games Value Boxes the teachers were able to see how to organise students into teams quickly, reward good behaviour and use the values of Team Work, Determination, Honesty, Self-Belief, Passion and Respect. Teams were rewarded bean bags for showing the School Games Values, sitting down first, answering questions, progress etc and at the end of the lesson they were counted up to see who the winning team was. This allowed for a more active and engaging lesson as students were organised quickly and more efficiently. Also this is great for Team Work and cooperation within their group. | Continue next year |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils:** | Actions Achieved: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To ensure students have access to the opportunities offered by the LLSSP; Sports Leadership, Bikeability, Bronze Ambassadors, School Games events.  Energize Clubs.  To increase opportunities for students to develop leadership skills  To ensure children identified as the least active are provided with opportunities to engage in Physical Activity at a level suitable to their needs.  To ensure children experience a range of sports and physical activity experiences | Information distributed to children / year groups as and when the opportunities arise.  **LLSSP training for Year 4’s in first term (Sept- Xmas) followed by TOP Up sessions held during (Feb – March)**  **15 weeks of Energize Club** actives have been delivered for the targeted students. Average **15 plus** Students to each lunchtime session who have been identified as the least active.  Through the LLSSP partnership with British Judo ALL pupils have been give taster opportunities to participate. | £70.00  £350.00  £525.00\* | Increased participation in the allocated areas.  Increased number of young leaders working in the playground across the school to lead and manage activities  Those students that have engaged in the programme have developed self-confidence and become involved in a range of extracurricular activities.  More children enjoying expiring a new sport.  Children more confident in a new sport | Ensure the links developed are maintained each year and taken advantage of.  Sports Leaders to support Sports Coaches and MDS at Lunchtimes to learn new skills.  Work with Year 4 Teachers to identify the next cohort of Sports Leaders  Work with LLSSP to ensure the next cohort of targeted students are identified and encouraged to attend the sessions.  Return visit due in Autumn 2019. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  **impact on pupils**: | Actions Achieved: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To at least maintain, but ideally increase the participation in competitions, leagues and tournaments  To ensure all pupils are fully included in the School Games programme | The School has managed to attend events in **13** different sports.  The school has supported individual children to attend and participate in local, and county competitions.  The Sport Premium has been able to support the transport costs of getting to the events  The School attended **1 (One)** Inclusion events this year | £150.00 | Evidence to show participation in competitions is reported on the Schools page within the School Games Website.  Children have been rewarded with certificates of participation and medals for winning some events | Maintain links with LLSSP to ensure the school can participate in as many events as practically possible. |