



## Primary Sport Premium Funding - Review of Impact

This document serves as an interim review on the impact of the Sport Premium Funding for the teaching and learning of P.E. in school.

### **The engagement of all pupils in regular physical activity:**

Regular, high-quality P.E. lessons are being delivered by a qualified sports coach. In addition, there is variety of different sports being taught during P.E. lessons that cater for differing interests and abilities. This means that children have the opportunity to experience a range of different sports and activities during the course of the school year.

UPStart (morning dance routines) offers the children the opportunity to engage in regular structured dance activities as a whole school.

Sports leaders (Year 6 pupils) plan and organise and run various fun sporting activities for all year groups at playtimes (R - Yr 6), offering both competitive and non-competitive events.

#### **Target:**

Consider the school timetable to ensure that enough time is being allocated to the specific teaching of P.E. as well as other, less structured, physical activities.

### **The profile of P.E. and sport is raised across the school as a tool for whole-school improvement:**

The all-purpose sports court has been resurfaced and new lines have been marked in line with official court measurements. This action was completed as part of the SDP key goals concerning the development of the outside area. Key groups of children are targeted to attend sporting clubs, events and competitive tournaments including PPG children, children with SEND, prior high attainers and non-SEND low ability children.

#### **Target:**

Consider further markings on the school court to reflect a wider range of sports and/or convert other hardstanding into additional sports courts.

### **Increase confidence, knowledge and skills of all staff in teaching P.E. and sport:**

Having a dedicated, qualified and experienced sports coach who delivers all P.E. lessons means that there is consistency in the teaching and learning of P.E.; consequently, the coach acts as a trainer/mentor for other members of staff who teach/support P.E. sessions, with the added benefit of passing on any new initiatives, ideas or government recommendations as appropriate. Additionally, all BFC meetings are attended by at least one member of staff at the school, and all information gained at these sessions is fed back to all staff in CPD staff meetings.

#### **Target:**

Consider more training for relevant staff, including support staff, as necessary.

### **Broader experience of a range of sports and activities offered to all pupils:**

A wide range of sports and physical activities is offered to all children as part of a broad and balanced curriculum. This is regardless of age, ability or additional needs, such as SEND. In addition, a wider range of extra-curricular sporting clubs than previously offered is available, including some less popular sports such as cheerleading and futsal.



**Target:**

Ensure that all children have the opportunity to attend the clubs that interest them, and ensure that there is a diverse range of clubs on offer throughout the year.

**Increased participation in competitive sport:**

Participation in competitive/skills events is monitored using a spreadsheet that tracks each child's involvement, as well as their engagement and participation in training events and clubs. As many children as possible are encouraged to try out for and participate in sporting events, with the result that more teams are being taken to tournaments and more competitions are being entered. Half-termly interhouse tournaments with a sporting element are planned for all children in Key Stage 2 ensuring that all children have the opportunity to experience a competitive event in an informal environment.

**Target:**

Ensure all Key Stage 1 children are offered internal sporting events.