

Sports' Premium Report 2018

Language, Learning, Lives

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Children take part in a range of activities in school. Children have access to a range of after school sporting clubs. Children take part in clubs within the wider community. Children take part in competitions. There are three sports coaches. The school purchases a range of sporting activities to enhance opportunities. Children have opportunity to take part in high risk activities at Dol-y-Moch in Year 6. Children take part in swimming in Y3/4 and then again in Y6. 90% of children left Y6, using a range of swimming strokes. All children took part in self-rescue, safely getting in and out of the pool and swimming to the poolside. All children consolidated their self-rescue skills as part of the water based activities at Dol-y-Moch</p>	<p>Assess and track the level of sporting participation in and out of school. Signpost children to out of school clubs. Widen the out of bounds experiences to a Y3/4 and a Y5 adventure over-night. Track children's progress in PE and target key sports to improve. Implement the Daily Mile. Widen the taster offer. Focus on competitive sport and self-improvement, using Growth Mindset strategies. Widen the rugby coaching offer within school. Develop PE coaching to include qualifications at a higher level. Ensure children use a wide, transferable vocabulary in PE.</p>

Academic Year: 2018/19		Total fund allocated: £19,000		Date Updated: October 2018	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – increasing to reach 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 to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:
Children take part in daily physical activity and improve times and general fitness and stamina.	Additional morning PE slot for each class, to broaden offer and fitness. Introduce the Daily Mile, with children focusing on self-improvement, Mile – set out in school. Continue into Year 2 of Sport Apprentice.	£5000	Children better their times in The Daily Mile, using a Growth Mindset approach to support this.		Focus the morning PE slot into key sports.
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 to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:
Children develop a language for PE, and use high utility words as part of their PE learning.	Whole Staff focus on language, and a shared understanding of high utility words. Ensure these are used with accuracy as part of the PE curriculum.	5,000	Children use, with increasing accuracy, high utility words.		Annual event.
Children understand that effort = success, using Growth Mindset tools as a strategy for helping their development in PE, and their development as a person.	Whole staff Growth Mindset training. Children track their progress within key skills. Children's progress in PE is monitored by Complete PE. Plan an afternoon of activity with children trying something new – assessing themselves at the beginning and end to demonstrate the impact of		Children show increased effort in other subjects, showing a Growth Mindset approach to learning and life. Children can relate their improvements in PE to effort and talk about how this helps them to understand the value of effort. PE assessments (Complete PE)		

	effort.		show an increasing number of children are at ARE. An increasing % of children attend in school sports clubs and events, and access out of school sports' provisions. Improvement in effort leads to raised standards in Maths and English.	
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 on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Problem solving – improved through a focus on the PE curriculum.	Review Problem Solving Units in Complete PE and identify key learning points for staff and children. Staff plan units, personalised for their own classes. Key language, which is high utility, is used to support this.	£500	Children can solve problems through PE activities. Children can articulate how a problem was solved and how their growth mindset supported this. Raised attainment in Maths and English at Greater Depth, as problem solving improves.	
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 to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children access a range of activities, within school and as part of wider learning.	Swimming continues for Y3/4 and again for non-swimmers in Y6. All take the form of 4X weekly swimming sessions for 3 weeks, as an intensive approach. Residential activities – Y6 – Dol-y-Moc, Y5 – Venture Award, Y3/4 Overnight Adventure. Ranges of clubs – Rugby, Football, Netball, Cross-Country, Hockey. Taster Days/Sessions for all year groups – Hockey, Cricket, Skate-boarding, Archery, etc... Forest School activities on-site, to include orienteering style learning.	£6000	All children learn to swim and most children can swim 25m by the time they leave school. Children choose to take part in activities as part of clubs or outside of school. Increased number of children achieving ARE in PE, and progress evident on PE tracker.	Ongoing, annual events. Review provision and extend to other providers for range.

	Children learn subject specific vocabulary linked to these additional activities.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children develop a love of competition and take part in competitive sports in and out of school.	List local competitions and plan to take part as a school. Track the children who have represented the school on Complete PE and use this to target children not participating. Signpost talent to local clubs. Request visits from local sporting groups to lead assemblies about their sport and provide taster sessions for children. Contact Wasps and Coventry Bears to investigate further rugby training for school. Develop links with Park Rangers and Scouting groups to extend outdoor activities. Investigate increasing holiday provision to provide a space for a community club to use the school during this time. Develop Growth Mindset vocabulary linked to the above, in terms of self-challenge and success due to determination to succeed.	£2500	All children represent the school or a local club in a sporting event.	Ongoing tracking.

Hopetown Fringe



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