

Birkby Junior School- Impact of Sports Premium funding 2017-2018

Key achievements to date (2016-2017):	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Through the modelling and support of Sports Premium coaches, teachers have expressed a growth in confidence in their subject knowledge and ability to deliver and assess the progress made in PE. Subsequent PE planning, taught the year after the Sports Premium sessions, show good use of diagrams and detailed explanations used by the teachers, showing, again, a growth in knowledge and skills by teachers. This is also evident in the progress made by pupils within PE lessons. • All teachers learned new methods of teaching a subject area, introducing some new sports into school, such as Kabadi and American Games, to use in subsequent years. This motivated and engaged children further in PE. • Children who weren't currently part of a club were targeted for Sports Premium clubs throughout the year, particularly Orienteering and Kabadi club, raising the percentage of children taking part in a sports club in school by 5%. • Teachers gained an understanding into the formative assessment of PE and how to use this to differentiate the learning to ensure all pupils are challenged and supported. • At the end of every unit of PE modelled by Sports Premium staff last year, a year group competition was planned and teachers were supported in delivering these. Within these, children applied the skills they had learned throughout the unit in a competitive way. Teachers have reported a rise in confidence in facilitating these 'end of unit competitions' and will aim to include them at the end of the majority of PE units next year. 	<ul style="list-style-type: none"> • To target lesson support for the newly and recently qualified teachers. • To target focus groups of children, from different groups, throughout the year, to take part in Sports Premium funded sessions. This will include groups of higher attainers in PE, children with special needs and the inactive children in school. The internal sports coach will deliver an 'energy intervention' group twice a week to encourage a healthier lifestyle in targeted, inactive children too. • More parent workshops to be put in place to support parents understanding on the importance of a healthy, active lifestyle and how to support their children with this. • To put an adapted, more sustainable assessment tool in place, to evidence pupil progress in PE and to inform future teaching and learning. Both the internal and external sports coaches (both funded by Sports Premium) to support teachers with this. Percentages of children meeting expectations will be collected to have data in place for progress across the year. • To further raise the percentage of children taking part in sporting clubs in school by increasing the number of clubs funded by Sports Premium in 2017-18. Also, to continue to target children who aren't currently in a club- to improve the percentage of those not currently involved. • To invite more schools to Birkby Junior School to host more interschool competitions to provide even more opportunities for children to participate in competitive sport. The internal sports coach (funded by SP) will organise and help to facilitate these links.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%

Academic Year: 2017/18	Total fund allocated: £21,400 (£16,000 plus £10 per child)	Date Updated: 16 th February 2018		
Key indicator 1: The engagement of <u>all</u> 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Use of internal sports coach to support teachers to plan and deliver engaging and up to date PE lessons, to ensure all children receive high quality PE lessons for 2 hours a week (throughout the year). 	<ul style="list-style-type: none"> PE lead and sports coach to have discussions with year group leaders and class teachers to identify units of PE/ class teachers who need support each half term (as new units of PE are taught). For the sports coach to allocate time to discuss and support the identified teachers with their planning for the lesson and resource preparation. Sports coach to timetable a session in to team teach the PE lesson with the teacher. For the teachers to be encouraged to have discussions with the sports coach throughout and after the session so subsequent lessons are engaging and motivating for all children. For the PE lead to deliver a staff meeting on how to deliver PE lessons that provide any opportunity for them to explore- how to 	Internal sports coach for Autumn and Spring term £9326.66	<ul style="list-style-type: none"> An increased number of children in school are excited for PE lessons, engaged within them and motivated to continue their learning both in and out of school. Year 6 girl: 'I love playing rugby. Is there a club I could join?' All teachers are becoming more confident with what is needed to teach an engaging PE lesson. Year 5 leader: 'The advice and support from the sports coach has helped us to adapt the activities to enable all children are as active as possible.' Since the staff meeting in October 2017, teachers have fed back that they are planning for more 'exploration time' and use of ICT in PE lessons. 	<ul style="list-style-type: none"> To continue to identify units of PE that require support in making them more engaging for all children and to support with the planning and delivery of these lessons. To identify a focus group of children from across school to ask their opinions on how engaging lessons are, how this can be improved and how MORE engaging they are now.

<ul style="list-style-type: none"> Use of the internal sports coach and support from the Pennine Sports Partnership to deliver PE ambassador training to promote sports and physical activity. 	<p>master a skill and be fully engaged in their progress of it. The advantages of using ICT to support learning will also be discussed.</p> <ul style="list-style-type: none"> All teachers across school will identify two children from their classes to take on a leadership role in PE, to support their delivery of PE lessons. These children will take part in training in Autumn term 1 to learn how to help teachers with the set-up of equipment, modelling of skills and mainly on how to identify, support and engage those less confident and involved in the lesson. New children will be selected to be trained in Spring term. 	<p>£1,482 (£38 per day, one day a week, 39 days across the year) for the external, specialised sports coach</p>	<ul style="list-style-type: none"> There has been an increase in the number of children taking on a leadership role in sport across school- 38 children (2 children from each class) in Autumn and Spring term- 76 children in total. Teachers have reported how confident and able the PE ambassadors are at identifying and involving the more reluctant/ less confident children in PE lessons. There has been an increase in the number of children engaged in PE lessons and actively taking part. <p>Year 4 girl: 'When I was the PE Ambassador for my class I had to help to put away equipment in gymnastics lessons. I am quite confident in gymnastics so this helped me to encourage and support the other children in my class.'</p> <p>Year 6 boy: 'In our PE lessons we were learning about Netball. Our role as PE ambassador meant that we would try to get everyone involved in the lesson and made sure that teams were playing to the rules in the different activities. We also had to referee and keep a tally of scores when we played matches.'</p>	<ul style="list-style-type: none"> For teachers to select two different PE ambassadors for their class in Summer term. For further training to take place. For a focus group to take place to discuss the effectiveness of the PE ambassadors.
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<ul style="list-style-type: none"> To use the external sports coach to run units of sessions throughout the year to involve and engage inactive children in school. Autumn 2- Rugby Spring 1- Multi-skills Introduce an 'energy intervention' to engage and motivate inactive children in physical activity and in following an overall healthier lifestyle. 	<ul style="list-style-type: none"> For Autumn term, all teachers across school will select 1 inactive child from their class to attend an additional rugby session each week. For Spring term, all teachers will select 1 inactive child for additional multi-skills sessions. For these sessions to be planned by the external sports coach to involve high-intensity, fun activities that will engage and encourage these children to be more active. For Year 3 and 4 class teachers to identify one child from their class who would benefit from the intervention for the Autumn term and Spring term 1. Year 5 and 6 pupils to be identified in Spring 2 and Summer term. To collect the resources for this, including work booklets and wristbands for children to record the amount of daily activity they took part in. For the internal sports coach (funded by SP) to deliver 2 x 30 minute intervention 	<p>Internal sports coach for Autumn and Spring term £9326.66</p> <p>Internal sports coach for Autumn and Spring term £9326.66</p>	<ul style="list-style-type: none"> Across the year 38 children in school will be specifically targeted to encourage them to be more active and engaged in sport. These children have reported been excited for these sessions and have been keen to apply skills they've learned in other PE lessons. <p>Year 6 girl: 'Is it my extra rugby lesson today? I can't wait. It's so fun! Can I tell you about what I learned?'</p> <ul style="list-style-type: none"> 10 Year 3 and 4 children attended the energy intervention group twice a week. All children can now explain the components of a healthy diet- evidenced in workbooks. All children now know short, high intensity, fun exercises that they can continue with in their spare time at home. Identified children are now more involved in the 	<ul style="list-style-type: none"> For additional children to be selected for the 'inactive sessions' in Summer term. For Year 5 and 6 teachers to identify the next group of children for Spring term 2. Additional children to be targeted for the intervention throughout the year.
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	<p>sessions per week.</p> <ul style="list-style-type: none"> • Invite the identified children's parent's into school for a parents as partners session on how they can support their children with the aims at home. 		<p>school's extra-curricular sports, with parental involvement supporting this.</p> <ul style="list-style-type: none"> • There was evidence in an increase in the amount of activity the children took part in over the sessions on the wristbands. <p>Year 3 boy: 'I know how much exercise I do every day because of my new band! It helps me to be more active at school and I play more at home now too. At break time I buy fruit for a snack and choose water instead of a fizzy drink at home.'</p> <ul style="list-style-type: none"> • Data shows that the amount of weekly exercise of these children has more than doubled, for example, one Y4 boy began the intervention carrying out 3 hours of exercise per week and now has built this up to 11 hours! 	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> A sports journalist club to be facilitated by the internal sports coach once a week, to celebrate the importance of PE and whole school achievements in PE and sport and to encourage all pupils to aspire to become more involved in sports activities in school. Display to be developed in the gym to celebrate the progress made by the children, through Sports Premium funded sessions, in the gym. 	<ul style="list-style-type: none"> For children to be identified for the sports journalist clubs, once a week at lunchtimes. For children representing the school in interschool competitions to write notes on the match and their achievements and to pass onto the internal sports coach. For the sports coach to discuss these achievements with the sports journalists, to type up for the newspaper and to post on the school's website under 'Sports News'. Pupil quotes on what they have learned from Sports Premium funded sessions to be collected and displayed once every half term. These will be displayed in the gym and the school website. 	<p>Internal sports coach for Autumn and Spring term £9326.66</p>	<ul style="list-style-type: none"> Pupils currently taking part in sporting competitions are proud of their achievements, which is impacting on their confidence and self-esteem. Increased self-esteem/confidence are having an impact on learning across the curriculum. Pupils in school regularly receive sport news updates, resulting in more pupils becoming more involved in school sport. This is communicated in a fortnightly newsletter, written by the sports journalists. Pupil's will be able to read and see on the display the progress made through units of sports premium funded sessions and will be able to celebrate and discuss this. 	<ul style="list-style-type: none"> For sports journalist club to continue to report the schools sporting successes. To hold a whole school assembly to share sports news, with the support of the sports journalists and internal sports coach in Spring term. To update the pupil quotes for display termly, to evidence the impact of Sports Premium funding and to continue to share this.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Newly and recently qualified teachers will be provided with support from external, specialised sports coaches, with a focus on up-skilling their subject knowledge and understanding of how to deliver and support the progress of children in different units of PE. <p>Autumn 1- Y4 and 6- Gymnastics Autumn 2- Y4 and 6- Rugby Spring 1- Y4- multi-skills Spring 2- Y3 and 5- Problem Solving and OAA Summer 1- Y5 and 6- Athletics Summer 2- Y3- Dance Y5- American football</p>	<ul style="list-style-type: none"> Three NQT/RQTs to be allocated focused support planning, teaching and assessing a unit of PE, each half term. Supported teachers will rotate throughout the year so that each year group has a teacher supported for three units of PE throughout the year. Quotes will be collected from both teachers and pupils at the end of a unit to evidence the impact of the sessions. Photo evidence will be collected to evidence pupil progress. 	<p>£4,446 (£114 for three hour sessions per day, once a week, 39 days across the year for external coach.</p>	<ul style="list-style-type: none"> NQTs and RQTs now have better subject knowledge in a range of sports. Through the modelling and support of Sports Premium coaches, these teachers have expressed a growth in confidence in their subject knowledge and ability to deliver and assess the progress made in PE. <p>Year 4 NQT: 'Planning helped me set realistic, challenged goals to ensure progression for all children. The sessions have definitely improved my subject knowledge in the area.'</p> <ul style="list-style-type: none"> The pupils within these sessions (90 children-17% of pupils across school per half term) have increased significantly their skills, knowledge and understanding of a unit of PE. <p>Year 6 boy: 'I enjoy Sports Premium lessons because rugby is new to me as I don't get to play it out of school. These lessons have taught me how to run with the ball, pass to teammates and how to catch and grip a rugby ball.'</p> <p>Year 6 girl: 'Because of Sports Premium lessons, I am now more confident at playing rugby because I have learnt all of the rules. I am now a better team player because rugby is a team sport and we have been practicing working as part of a team in our lessons.'</p>	<ul style="list-style-type: none"> For 3 NQTs and RQT to continue to be supported by external sports coaches each half term. For these teachers to independently plan and deliver these units of PE, with confidence, in the next academic year.

<ul style="list-style-type: none"> External sports coaches will support teachers with the planning of a series of lessons for a given unit of PE. Two year groups will be simultaneously supported in this to ensure progress across a unit but also progression in skills taught across school. 	<ul style="list-style-type: none"> PE lead to carefully plan the long term plan for PE across school, to pair units of PE across two year groups simultaneously. External, external sports coaches will support two different year groups with the planning of a unit, to ensure clear progression of skills, knowledge and understanding taught throughout school. Sports coaches to discuss the age-related expectations for a unit of PE with teachers, to increase their understanding and confidence in these. 	<p>£1,482 (£38 per day, one day a week, 39 days across the year) for external coach.</p>	<p>Year 4 girl: 'Before the Sports Premium lessons I didn't know how to move side to side with speed, however now I know how to do this because we practiced lots of balance, coordination and agility activities.'</p> <ul style="list-style-type: none"> Children will show more progress across each unit of PE and across the year in PE lessons. Baseline data has been collected for Autumn term. Spring term data will be published to evidence progress at the end of Spring term 2. 	<ul style="list-style-type: none"> For the internal and external sports coaches to support less confident teachers with PE assessment in Spring term 2.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. 	<ul style="list-style-type: none"> For the Pennine Sports Partnership to support the PE lead in acquiring specialised coaches, trained in DIFFERENT, new and exciting areas of PE: Year 3- Jazz dancing Year 4-Excersie to music Year 5- American football and handball 	<p>£4,446 (£114 per day, one day a week, 39 days across the year) for external coach</p>	<ul style="list-style-type: none"> Children are now more engaged and enjoying a wider range of sports in lessons. <p>Year 5 pupil: 'I now know more about different sports as before I came to this school I thought PE was just</p>	<ul style="list-style-type: none"> To continue to communicate with the internal and external sports coaches throughout the year to seek potential new sports to introduce into school.

<ul style="list-style-type: none"> Focus particularly on those pupils who do not take up additional PE and Sport opportunities. 	<p>Year 6- volleyball</p> <ul style="list-style-type: none"> For these external sports coaches to support the planning and high quality delivery of these sports in lessons. The internal sports coach to identify children who do not take part in sports clubs in school. To have discussions with these children about which clubs they would like to join. For different, exciting clubs to be set up to engage children not already attending clubs. E.g. kabadi and orienteering club. To add these children to the register for these clubs. 	<p>8 hours of the internal sports coaches time per week, running clubs in school.</p> <p>AND</p> <p>1 hour of the external sports coaches time per week, running a club. £1,482 (£38 per day, one day a week, 39 days across the year)</p>	<p>running and dodgeball.'</p> <ul style="list-style-type: none"> So far, in 2017-18 there has been a 10% increase in the number of children taking part in a sporting club since the previous year. In 2016-17, 52% of children were involved. Now, in 2017-18 there are 62.3% of children involved. 	<ul style="list-style-type: none"> For children not involved in sporting clubs to continue to be identified throughout the year and be directed towards a club they would enjoy. To re-evaluate the percentage increase in children taking part in sports clubs in Spring term 2 and plan clubs to support this.
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Both the internal and external sports coach will run clubs that will be planned BEFORE an inter-school or intra-school competition. To train these children to have the skills and understanding of the sport to fully involve themselves in related competitions. 	<ul style="list-style-type: none"> Clubs to be carefully timetabled to come before upcoming, known competitions. Children from these clubs to be identified for competitions. 	<p>Internal sports coach for Autumn and Spring term £9326.66</p> <p>AND</p> <p>£1,482 (£38 per day, one day a week, 39 days across the year)</p>	<ul style="list-style-type: none"> Children now report being more prepared for sporting competitions. <p>Year 3 boy: 'In football club, we practiced our shooting this week. It helped me when I was the striker at the football competition when we went out of school.'</p>	<ul style="list-style-type: none"> To continue to plan clubs to come before competitions though out the year. To ask teachers to identify talented children in different sports for clubs and competitions.

<ul style="list-style-type: none"> Both the internal and external, specialised sports coaches will support year groups with planning and facilitating end of unit, year group competitions, for all children to be involved in. For all PE lessons to have an element of competition within them, to be inclusive for all children. 	<ul style="list-style-type: none"> PE lead to discuss with the external PE coach that planning is required with an aim to build up to a year group competition at the end. Both to external and internal sports coach to discuss with teachers and year group leaders how this could be facilitated. To timetable one day at the end of the term for each year group to take part in a year group competition for the unit of PE they have been learning. PE to deliver a staff meeting in Autumn 1 on how to include a small, competitive element to all lessons. PE planning proformas to be adapted to state that a competitive element is needed to be planned in all lessons. For the internal sports to have discussions with 	<p>for an external, specialised sports coach</p> <p>Internal sports coach for Autumn and Spring term £9326.66</p> <p>AND</p> <p>£4,446 (£114 per day, one day a week, 39 days across the year) for the external, specialised coach</p> <p>Internal sports coach for Autumn and Spring term £9326.66</p>	<p>All children in school have had/ will have the opportunity to take part in a year group competition in the year, to apply the skills they have learned in the previous sessions running up to it.</p> <p>Year 4 pupil: 'The best part was playing against different people from all of the classes in Year 4.'</p> <p>Year 5 pupil: 'I really enjoyed the Orienteering. The competition was so much fun when we played against different classes in our year.'</p> <p>All children within school now take part in 'in class' sports competitions.</p> <ul style="list-style-type: none"> All children now have the experience of APPLYING the skills learned in the first part of a lesson. More children are now aware of the team work and communication skills needed to work well as a team and be successful in competitions. 	
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	teachers to identify those unsure of how to plan in class competitions in and to support with this.			
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