



The Grange Academy

Wade Deacon Trust



Sport Premium Evaluation 2018-19

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?

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Play Buddy training implemented to support lunch and break time activities • Use of sports coaches to provide additional activities for pupils • Reorganisation of yard to allow pupils to be more active at lunchtime • Health week was a great success. Children fully participated • Staff received some CPD to support their teaching 	<p>All children to have full PE kit and participate in 2 hours of quality PE each week and 30 minutes of activity each day (baseline-not all children have been participating or have PE kit)</p> <p>Development of Play Leaders to provide fun, quality activities to keep children active (baseline - there is a view amongst some staff that Play Leaders are not always supporting involvement and can cause some issues, this needs support)</p> <p>Greater involvement in Inter and Intra school competitions (baseline -increase range of sport needed)</p> <p>Increased fitness, strength and endurance (baseline demonstrates low levels of fitness)</p> <p>Cross curricular links to enable 30 minutes of activity per day (baseline – limited opportunities and ideas)</p> <p>Provision of a wide range of extra-curricular activities for all ages (baseline – parents report a limited range for limited numbers)</p> <p>Improved links with clubs to enhance and extend provision (baseline – many pupils involved in sports outside school but very few links available for support or signposting)</p>

Summary Evaluation (see each target for additional evaluation information)

PE has had a huge focus this year. Pupils now receive 2 hours of quality PE EVERY week and this is a massive success. Pupils now know that PE WILL take place every week and this is consistent. Even if timetable changes are made they still receive their lesson. On the occasion when changes have needed to be made pupils have questioned why and this is really positive. Pupils look forward to and enjoy PE lessons.

School competitions have increased with many teams taking part in inter school events. Unfortunately, Halton Local Authority is in its infancy with primary sport and a number of events were cancelled. However, as a school we took part regularly and were able to represent the authority in the Merseyside Youth Games.

We were able to ensure that there was enough equipment for PE lessons and to ensure pupils were active outside of class. At the start of the year there was not enough for lessons and we have started to build up the equipment so that a range of activities can take place.

Pupils are much more active. Some pupils still need support, but pupils and parents understand that PE and activity are a crucial and statutory part of the curriculum.

Links with secondary and clubs have begun. Judo Education and Everton and Liverpool Football Club supported us this year. Other links were made with footsal and a local golf club and are being developed.

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?	39%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	28%
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

We were unable to get a slot in any local swimming pool this year which was incredibly frustrating. We tried a number of pools in the area and beyond. This is a huge issue for us.

Academic Year: 2017/18	Total fund allocated: £ 19,590	Date Updated: Sept 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				Percentage of total allocation:
				40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
ALL pupils to participate in regular exercise.	Ideas and resources provided to classteachers to include physical activity in class lessons e.g. active Maths, English etc.	500	Record demonstrate increased levels of activity Pupil voice	All staff seek and share ideas and opportunities and lead an initiative
	CPD and modelled sessions for staff	1200	Staff voice indicates increased confidence. Regular provision T & L logs completed for whole school monitoring	All staff able to model active lessons to share ideas.
	Introduction and support for the Daily Mile. Course to be devised	2000	Records show improvement in involvement and distance	Staff confident to take pupils on daily mile unsupported.
	Intra school competitions to enable pupils to be active each day	500	Competitions take place, involvement of all and improved performances	Pupils and wider range of staff identify activities and competitions.
All pupils have PE kit in school every day to enable them to participate in PE.	Monitoring of kit, phone calls home, provision of kit and footwear for families on low or no income struggling to purchase a PE kit	500	All pupils have kit and can participate fully in PE and Sport	Parents know expectation and can save and budget for kit as know that PE and Sport is an important element of Primary curriculum.
Development of play leaders and sports leaders to lead sport and encourage healthy lifestyles.	Training of leaders	500	Pupils trained and being used across school	Pupils can support peer training.
Development of Drop Off Club to enable pupils to attend early and get	Identify activities that all pupils can be involved in e.g wake up shake up,	300	Pupils active during drop off sessions	Increase time and numbers at Drop Off.

involved in physical activity	school record attempts Staff identified to run activities during early morning sessions	3000	Staff confident to provide active activities	TA to work with others to train them and extend number of staff who can deliver.
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Evaluation

- Partially Achieved** Staff were provided with a range of activities to complete with pupils in class including Premier League Stars activities, Let's Dance, Seated exercises. Many staff used these irregularly. When they used the activities all reported positive feedback from both adults and pupils however staff have not yet found a way to regularly add this to the daily curriculum alongside other subjects. Pupils are active at break and lunchtime with staff and pupil led activities. At wet play pupils use Let's dance in class to allow them to be active but additional activities still needs to be developed
- Achieved**. An expectation was set at the start of the year and followed up by staff throughout the year. This resulted in pupils and parents being much more on board and the expectation for kit and PE was set. Some pupils needed additional support and kit was purchased to support other pupils with financial or motivation issues but this was a successful target
- Achieved** Play leaders received training throughout the year as part of the weekly curriculum. In addition, other leaders provided play support. This resulted in a rota being produced and activities taking place all year. Use of sports leaders from secondary also supported sport and play. Primary leaders also supported curriculum time and sports day. The next cohort have applied and the applications are many for a very popular role.
- Partially achieved**: Drop off club developed and was more manageable in number however the sporting element did not take off due to time, space and personnel. A large piece of work took place to improve the uptake and intake at Drop Off then the development of an actual breakfast and therefore the next stage is to look at activity. It may be that early morning activity clubs need to run alongside Drop Off as there is a limited amount of time and space. Secondary assembly takes place at the same time which made use of the hall difficult.

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:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Development of PE and Sport displays in key areas	Purchase display boards and materials, keep displays up to date	1000	Learning walk observations Pupil voice, displays up to date	Pupils involved in display Wider staff involvement through cross curricular links and competitions e.g daily mile, Road to Rio type activities
Introduction of School Sports Records	Purchase display boards and materials, trophies and equipment to support the record attempts	500	Records show involvement and improvement	
Regular rewards celebrated in Assembly time	Purchase certificates and trophies to award to classes and individuals identified as winners of the week	500	Increased motivation Pupil voice demonstrates positive ethos	All staff identifying reward opportunities and celebrating in assembly
Evaluation				
<ol style="list-style-type: none"> Achieved Displays have been developed across Primary to support the curriculum, extra-curricular , club opportunities and general health and fitness messages. All pupils know where they are, they are updated regularly and support staff and pupils. Pupils have supported the production of displays Partially achieved. The baseline for sport and fitness was so low that a lot of work was needed to get pupils active and in routines. Staff also needed a lot of CPD. Some basic leagues were developed to begin the idea of records e.g speed bounce, skipping and ball juggling. The pupils responded well to these. We are all set to start this in September Achieved. PE class of the week was rewarded each week plus additional sporting rewards for events. Also pupils who took place in activities out of school shared their successes and stories in assembly which was good and motivated others 				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
CPD sessions for staff to keep knowledge up to date on new initiatives and developments in PE and sport.	Staff to attend courses and training to enhance skill level and update knowledge in line with SDP and PE/Sport plan	1500	CPD sessions completed and learning implemented and evaluated	Wider range of staff attend and provide CPD sessions
Use of secondary specialist staff to provide quality PE observations for staff.	Cycle of ½ termly opportunities for staff to learn from specialist staff	1200	Sessions take place. Staff CPD record, evidence of continued impact	Clear plan for development based on need of staff. Primary staff provide support to each other As above
Use of Primary PE specialist to provide quality PE observations for staff.	Cycle of ½ termly opportunities for staff to learn from specialist staff	1200	As above	
Evaluation <ol style="list-style-type: none"> Achieved. CPD sessions attended. Forums joined and Coordinator Meetings attended. Information regularly shared and modelled to all staff. Sport in Halton is still developing so it has been a challenge outside of school and we have had to draw on contacts from other authorities. Class based teachers have enjoyed support from specialists to develop their confidence and ability to teach PE Achieved Staff used the fact that their class was being taught by another teacher to observe the teaching of PE. They supported in lessons and learnt a great deal about organization and skill development. This has enhanced the confidence of staff to teach PE Achieved. As above 				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase range of sports available for pupils in PE lessons.	Purchase of resources.	1600	List of activities provided is extensive.	Build on resources in small amounts rather than big purchases.
Increased opportunities to attend school led extra-curricular activities.	Timetable developed, staff identified and pupil attendance monitored.		Extra-curricular timetable and registers demonstrate high levels of participation.	Wider range of staff involved.
Increased use of sports clubs and coaches to provide activities to pupils.	Gaps identified and clubs invited to support and deliver. Pupils supported to attend with financial help if required.	1200	Wider involvement of a range of pupils and improved skill level.	Wider range of clubs identified.
Purchase of new resources to increase active participation and range of sports.	Increase quantity and quality of equipment including balls, bats and fitness.	1500	Range of sports provided, pupil / parent voice.	Top up / replacement rather than full purchase.
Development of Health related activities linking school and home.	Health week focus, regular challenges and activities, walk to school, bike to school, health lunchbox activities.	1500	Pupils can articulate how they keep healthy and why. Evidence of changes at home and school.	Use of pupils to lead initiatives and staff to include in lessons. Cross curricular links identified. Focus sessions for assembly etc.
Evaluation				
<ol style="list-style-type: none"> Achieved. Pupils receive 2 hours per week and have been introduced to new sports including tennis, boccia, tri golf. They also cover a range of other skills and sports Achieved. A wide range of times and activities were provided to all age ranges. Lunchtime clubs and after school clubs allowed pupils from most year groups to try new activities. A range of staff led these activities Achieved. At the start there was not enough equipment for a basic lesson. This has been a huge focus. Now all pupils can participate in lessons fully. Additional equipment for playtimes has also been purchased to encourage activity Partially Achieved Other priorities meant that this could not be a huge focus for school. However, there were some good examples of health related activities completed at home. Health messages were delivered across the curriculum. All parents were invited to share Sports Day with pupils and were very positive about the event. Every child was active and parents got ideas for simple health and fitness activities that could be done at home or in a park. 				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Inter and Intra school team competitions to take place regularly.	Join Halton Sports Partnership Entrance to local, regional and national competitions.	300	Wide ranges of pupils take part and enjoy. Pupil voice.	A range of school staff and pupils plan and run competitions
School record activities developed.	Display developed, resources purchased for activities selected.	See above	Pupil voice, record chart being fully used.	Pupils leaders lead the record chart
Personal improvement and challenge introduced and supported.	Challenge charts, sessions for key groups provided e.g coordination, more able etc.	200	Pupil voice. Pupil level of skill and fitness increased.	Pupils able to set own targets
Evaluation				
<ol style="list-style-type: none"> Partially achieved. Inter school activities increased greatly despite issues in the LA. The Grange took part in all activities available culminating in an invite and qualification to represent the authority at the Merseyside Youth Games. Pupils enjoyed competing and taking part. There was some success with 2nd and 3rd place finishes. Few intra school competitions took place apart from Sports Day and club tournaments. This was mainly due to other priorities and the development of inter school competitions, changes to house team systems and also the development of routines for pupils. Partially achieved – as previously mentioned this priority had to take a back seat due to the need to develop basic systems and practices Achieved. Pupils enjoyed challenging themselves personally in lessons and on the yard. This was successful with most children who enjoyed seeing their own improvement. Issues with resilience meant that adult support was needed for most of the time. 				