

Chadsgrove School Sports Premium Funding 2019-2020

Action Plan, Evidence and Impact

Academic Year: 2019-2020	Total fund allocated: £16250	Final Report: 1 st July 2020		
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: 63%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Identify inactive children, those children who did not attend an extra-curricular club in 18-19 Target those children who are not active for 30 minutes during the school day and identify why they are inactive. Identify the barriers to achieving 30 minutes of exercise a day. Train members of staff to run different types of activities Lunchtime supervisors to support 30 minutes of physical activity All Year 1-Year 6 children to take part in 30 minutes of exercise a day 9 pupils from KS2 MLD class attended a 30:30 Leadership camp run by the Youth Sport Trust. The aim 	<ul style="list-style-type: none"> Offer a wider variety of clubs for children to choose from and be able to access; Cheerleading Sensory Football Seated Volleyball Yoga Train lunch time supervisors to support the implementation of 30 minutes of exercise a day Purchase equipment to support the 30 minutes of exercise a day, equipment to be used for lunchtime activities and extra-curricular 	<p>£500</p> <p>£265</p> <p>£1500</p>	<ul style="list-style-type: none"> Two members of staff trained to deliver sensory football. Inactive pupils from 4LS and 7LS identified. 15 pupils from those classes attend the lunchtime club Cheerleading introduced as a lunchtime club. 5 Inactive pupils from 3LS and 5LS have attended this club 3 inactive pupils from 8LS and 1 pupil from 5LS have attended the new Seated Volleyball Club 16 lunchtime supervisors were given training to support active play at lunch time. Play equipment was purchased and distributed to each playground. Pupils are using the equipment at 	<ul style="list-style-type: none"> Sensory Football is now embedded in the extra-curricular programme, the number attending the club rose to 17 <p>Next Steps</p> <p>Sensory Football to be part of the Virtual School Games, pupils will take part virtually</p> <p>Develop sensory resources for home learning</p> <ul style="list-style-type: none"> Introduce Sensory Football to curriculum lessons Cheerleading is now embedded in the extra-curricular programme. The identified inactive pupils have regularly attended the club. Seated Volleyball is now embedded in the extra-curricular programme. The

<p>is for the leaders to support active play at break and lunch time.</p> <ul style="list-style-type: none"> Outdoor fitness equipment to be sourced and fitted with specific equipment for wheelchair users. Purchase sports equipment for home learning during the lockdown to support 30/60 minutes of exercise a day. 	<p>clubs</p> <ul style="list-style-type: none"> Find quotes for outdoor fitness equipment The most competitive quote has been through All Play Solutions. The primary aged equipment is adapted for those who use wheelchairs. Purchase and have delivered bespoke sports equipment for each pupil in Reception to Year 6. 	<p>£6650</p> <p>£1358</p>	<p>break and lunchtime. A full survey of this use will take place in the summer term.</p> <ul style="list-style-type: none"> On a rota basis the pupils who attended the 30:30 leadership camp have started to help with play at break time, the impact of this will be reported in the summer term The equipment is planned to be fitted in July/August ready for the Autumn Term 56 bags of sports equipment and 38 ramps (guttering) was delivered. The families also received a card with ideas on how 	<p>identified inactive pupils are regularly attending the club.</p> <ul style="list-style-type: none"> Lunchtime supervisors are using the playground equipment that was purchased to engage the pupil in physical activity at lunchtime In the summer term the plan is to analyse the impact of the training and equipment on physical activity levels. Pupils who attended the 30:30 leadership camp are running physical activity sessions at lunchtime. Analysis of the impact has not been able to take place due to Covid 19 21 families have contacted school via email with pictures showing their children using the equipment.
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			to use the equipment and to record their 30 minutes of exercise a day	4 families used an online survey to submit Sports Day results which used the equipment. The pictures sent in showed siblings assisting the pupils. A detailed analysis will take place in the Autumn Term.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Literacy lessons to be made more active to support 30 minutes of exercise a day All teachers to support the 30 minutes of exercise a day Train two new teachers of PMLD and 1 P.E TA the Special Olympics Motor Activity Training Programme 	<ul style="list-style-type: none"> Provide support and extra equipment for class teachers to assist with the 30 minutes of exercise a day including break time Two classes with children who have PMLD and 1 class with SLD to be confidently using the Special Olympics Motor Activity Programme 	<p>£100</p> <p>£100</p> <p>Free through the YTS Inclusion Schools programme</p>	<ul style="list-style-type: none"> Two teachers have attended active literacy training for KS1 and KS2 The impact will be evaluated during the summer term One P.E teaching assistant has had training in the Special Olympics Motor Activity Training Programme. The P.E TA has reported an improvement in the pupils behaviour, they are more engaged, stay on task for longer and have improved their gross motor skills 	<ul style="list-style-type: none"> The impact could not be evaluated due to Covid 19 <p>Next Steps All classes with pupils who have PMLD to have a high quality P.E lesson every week and for the P.E lesson to be delivered by a P.E Specialist</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intention	Implementation		Impact	
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"> Train 1 P.E teacher in Yoga 	<ul style="list-style-type: none"> 1 teacher to train as a Yoga instructor. This teacher will then deliver this programme to teachers at school. A lunch time Yoga club will Run and staff will use techniques learnt to support the 30 minutes of exercise a day. 	£250	<ul style="list-style-type: none"> One teacher has been trained to teach Yoga, a lunch time club will start in the summer term 	<p>Next Steps To produce resources and a reward scheme for those teaching swimming to pupils who are struggling with the basic skills. This work is ongoing due to Covid 19 but we have joined the Swim England Charter (£35) in June which will allow the school access to free resources</p> <ul style="list-style-type: none"> Due to Covid 19 the member of staff has not been able to implement Cricket in school Due to Covid 19 the member of staff has not been able to implement OAA in school <p>Next steps Purchase an orienteering map and posts for the school grounds, receive training for the delivery of</p>
<ul style="list-style-type: none"> Improve the teaching of non-swimmers and more able swimmers 	<ul style="list-style-type: none"> Two teachers to be trained to improve confidence of teaching non swimmers and more advanced swimmers 	£500	<ul style="list-style-type: none"> One teacher and one P.E teaching assistant attended the 2 day teachers swimming course. The staff who attended the course have reported an increase in their confidence in teaching swimming to those who are struggling to learn to swim. 	
<ul style="list-style-type: none"> Increase the physical activity through the teaching of numeracy and literacy 	<ul style="list-style-type: none"> 1 teacher of a KS2 MLD class to attend a teaching literacy and numeracy through physical activity 	£250	<ul style="list-style-type: none"> Two teachers have attended active literacy training for KS1 and KS2 The impact will be evaluated during the summer term 	
<ul style="list-style-type: none"> Improve the teaching of cricket 	<ul style="list-style-type: none"> One teacher to attend a teachers cricket course to improve the delivery of cricket 	£100	<ul style="list-style-type: none"> One member of staff attended the Primary Cricket Course, there confidence in this sport has improved 	
<ul style="list-style-type: none"> Teach OAA as a 6 week block of work 	<ul style="list-style-type: none"> One teacher to attend a Primary OAA course 	£100	<ul style="list-style-type: none"> One member off staff attended the Primary OAA course, there confidence in delivering 	

<ul style="list-style-type: none"> Increase the confidence of teaching dance 	<ul style="list-style-type: none"> Employ a teacher from Dancefest for 6 weeks to increase the confidence of the teacher delivering dance to her class. 	£600	<ul style="list-style-type: none"> this course has improved A dance teacher from Dancefest was employed for 6 weeks to increase the confidence of a teacher. The head of PMLD decided that PMLD classes should not do P.E therefore the teacher will not be putting into practice what she has learnt 	orienteeering
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
Intention	Implementation	Impact		
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"> Introduce Yoga as a lunch time club Introduce Sensory Football as lunch time club and in P.E lessons Develop Powerchair football 	<ul style="list-style-type: none"> Purchase equipment to enable the Yoga club to run Including Yoga mats and portable music player Sensory Football to be taught to pupils with PMLD and those who cannot access football Purchase specialist balls One P.E teacher to attend a Sensory Football Course Train teachers to deliver Sensory football with confidence Purchase Powerchair football goals to assist with the delivery of Powerchair football 	<p>£150</p> <p>£100</p>	<ul style="list-style-type: none"> The Yoga club will start in the summer term Sensory football has been introduced as a lunchtime club, 16 pupils with PMLD have been attending this club <p>Due to Covid 19 this intention will be moved to next year.</p>	<p>Next Steps</p> <p>Virtual Yoga exercises to be produced for teachers to use in their classes in the Autumn Term</p>

<ul style="list-style-type: none"> Increase the delivery of Table Games 	<ul style="list-style-type: none"> Purchase a table tennis table, Polybat equipment and Table Cricket equipment to enable more children to access table games 	<p>£1500</p>	<ul style="list-style-type: none"> A table tennis table was purchased to allow a greater number of pupils access Polybat, Table Cricket and Table Tennis during lessons and after school multi skills club 	<p>Sustainability Polybat is embedded in Multi Skills Club due to the purchase of a Table Tennis Table</p> <p>Sustainability Table Tennis is now taught at KS2 alongside Polybat due to the new Table Tennis Table</p> <p>Impact Improve pupils hand eye coordination and reaction time.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 17%</p>
Intention	Implementation		Impact	
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"> 100% of children in KS1 & KS2 to take part in Intra School Competition (Level 1) At KS1 35% of pupils to attend an inter school competition At KS2 65% of children to attend an interschool competition/festival 	<ul style="list-style-type: none"> All children to take part in at least 1 house competition per term and School Games Day in June. All children to take part in Sport Day KS1 children to attend a Multi Skills Festival (October) 	<p>£2800 planning and transport</p>	<ul style="list-style-type: none"> Two classes have taken part in a house competition during the Autumn Term. The results are displayed on the School Games Notice Board At KS1 23% (3/13) pupils have attended an interschool festival. This rises to 38% of pupils from SLD and MLD classes. 64% of pupils in KS2 (25/39) have attended an interschool competition/festival. This rises to 89% of pupils 	<ul style="list-style-type: none"> House activities in the Autumn term will be based on personal best A Sports Day booklet was hand delivered to families Pupils at home took part in a virtual Sports Day and sent in their results by email or an online survey. Pupils in school took part in their bubbles KS1 SLD class to attend a festival at Worcester University as an introduction to attending a sports event

	<ul style="list-style-type: none"> • All able KS2 children to attend Paralympic Discovery day and Inter school event (October) • All eligible children to attend the North Worcestershire Level 2 KS2 New Age Kurling Competition (November) • All eligible children to attend the North Worcestershire Level 2 KS2 Boccia Competition (May) • All eligible children to attend the Year 5/6 Arrows Archery Competition (April) • Identify pupils who can attend a mainstream KS1 gymnastic festival (February) • Purchase equipment to run a Intra school Sensory Orienteering Festival (June) cancelled due to Covid 19 		<p>from SLD and MLD classes.</p> <ul style="list-style-type: none"> • 10 children from 5LS attended the KS1 Multi skills festival at Bromsgrove School, this event allowed the children to mix with pupils from other schools, work in a large noisy sports hall, try new activities and learn how to work in a team • 20 children from two KS2 classes attended the North Worcestershire Paralympic Learning and discovery Day. The pupils learnt new sports including blind running and sitting volleyball. The pupils learnt to work with pupils from other schools developing social skills of listening and communicating as well as new physical skills and developing new senses • 18 pupils (4 teams) attended the KS2 New Age Kurling 	<ul style="list-style-type: none"> • Pupils have taken the skills they have learnt back into the classroom, the teacher has commented on the pupils are better at waiting for their turn and communicating with their peers • The pupils have more confidence when trying a new skill or activity, they have worked better with their peers including planning and performing a sequence with a peer in gymnastics. The pupils who struggle with noisy environment have gained more confidence. • A Paralympic event was planned, this was postponed due to Covid 19
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- One class to attend the Bromsgrove Schools Bell Boating Competition (July)
Cancelled due to Covid 19

Competition. One of the teams won the competition and will represent North Worcestershire at the Winter School Games in March.

The pupils who attended the competition improved their cooperation skills, turn taking and teamwork.

- Two CUTA pupils attended the North Worcestershire KS1 Gymnastic Festival at Meadows School in February. The two pupils mixed with pupils from mainstream schools. The pupils improved their confidence, balance and coordination.

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?	Please see additional note below
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	0%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	0%
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?	Yes, two teachers have attended a swimming teachers course to develop their confidence in teaching non swimmers with physical disabilities

Chadsgrove School is a Special School that specialises in pupils who have a physical disability and learning difficulty. All pupils attend one swimming lesson a week in the schools hydrotherapy pool. The aim of these lessons is to develop water confidence, freedom of movement for those in wheelchairs and physio exercises. Those pupils who are more able develop stroke technique using the dolphin programme.

There are 6 pupils in Year 6 (2019-2020), these pupils are following the Dolphin programme. 1 pupil can swim but cannot use a range of strokes effectively. Pupils are taught water safety within their capabilities.