

Penn Fields School Sports Premium 2018-19

School Sport is highly valued at Penn Fields School. Pupils are able to access a very wide range of sports and activities both in and out of school hours.

We have high quality sports facilities including a sports hall, multi-use games area, swimming pool and playing fields which enable us to deliver a wide and varied P.E. curriculum.

In addition to curriculum activities there is a wide range of lunchtime activities available to all pupils every day.

After-school clubs operate on Tuesday, Thursdays and Fridays every two weeks and the activities include cycling, walking, ten-pin bowling and swimming.

A wide range of residential visits take place including those which focus on outdoor and adventurous activities. These include

- Kingswood Education Centre
- Overnight Camp – within the school grounds
- Gelliwig, North Wales
- Towers Outdoor Education Centre
- Quinta, Oswestry.

Penn Fields School is an active member of WMSSA – (West Midlands Special Schools Sports Association). A wide range of both sports competitions and sporting activities are organised through WMSSA, who also offer a number of PE training sessions for staff in a range of activities

Review and Reflection

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Every child in lower school now swims once a week for the whole year and most are able to access an additional weekly swim for half of the year.</p> <p>See evidence graphs on school website for evidence of swimming achievements and progress: http://www.pennfields.com/swimming.htm</p> <p>This year lower school pupils have taken part in a widening range of inter-school competitions and activities: 93% of Elm and Oak class pupils have done so; 37% of Acorn and Ash class pupils have done so.</p>	<p>For lower school to continue to work towards undertaking at least 30 minutes of physical activity at school each day, not including PE lessons.</p> <p>For the profile of PE and sport to be raised in lower school through display visuals, involvement of pupils in a range of daily activities, inter-school activities and intra-school activities.</p> <p>To increase the percentage of Acorn and Ash class pupils taking part in inter-school competitions and activities.</p>

To ensure Penn Fields School meets National Curriculum requirements for swimming & water safety, the school uses Sports Premium funding – we employ a swimming instructress that provide pupils with additional swimming time over and above National Curriculum requirements. All data for swimming is base-lined and recorded on <http://www.pennfields.com/swimming.htm>

Here you will find information on:

- The percentage of the current Year 6 cohort that can swim competently, confidently and proficiently over a distance of at least 25 metres.
- The percentage of the current Year 6 cohort that can use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke]
- The percentage of current Year 6 cohort able to perform safe self-rescue in different water-based situations.

Penn Fields School Sport Premium Action Plan

Intended annual spend against 5 key indicators

Academic Year: 2018/19		Total fund allocated: £16550		Date Updated: September 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: 69%
School focus with clarity on intended Impact on pupils:		Actions to achieve:		Funding allocated:	
<p>First two classes in school to use the play area time to get all pupils undertaking at least 10 minutes of additional activity per day. Use field and outdoor exercise equipment in the summer.</p> <p>Regular ‘wake and shake’ session after extended carpet time: after morning registration, snack and afternoon registration. ‘Wake and shake’ to enable 10 minutes of additional activity per day for all pupils.</p> <p>Playtime physical activity boxes purchased to give all pupils the opportunity to undertake at least 10 minutes of additional activity at playtimes.</p> <p>Increase the number of lunchtime clubs that encourage pupils to be physically active.</p> <p>Give every pupil in KS1 and 2 a weekly swimming lesson and two weekly sessions, when possible.</p>		<p>Timetable of play area setup that is convenient for all classes involved.</p> <p>Register with ‘wake and shake’ website, such as 5aday: http://5-a-day.tv/cost/</p> <p>Purchase activities/equipment and boxes for Acorn and Ash classes, as well as Elm and Oak classes, to share.</p> <p>Monitor lunchtime club timetables to ensure equal opportunities for all pupils.</p> <p>Swimming teacher employed and staffing timetable organised to ensure smooth impact on class timetables.</p>		<p style="text-align: center;">£580</p> <p style="text-align: center;">£9918</p>	
Evidence and impact:		Sustainability and suggested next steps:			
<p>All pupils from first two classes to be involved in 10 minutes of additional activity per day.</p> <p>All pupils involved in 10 minutes of additional activity per day.</p> <p>All pupils involved in 10 minutes of additional activity, at playtime, each day.</p> <p>Class teachers to ensure that all pupils can access such lunchtime clubs.</p> <p>Swimming assessment record kept to monitor progress of pupils’ swimming skills and stamina.</p>		<p>Play area time firmly embedded in lower school morning timetable and expanded to be used by remaining KS2 classes, when possible.</p> <p>‘Wake and shake’ firmly embedded in lower school morning timetable.</p> <p>Resources to be reviewed (popular/unpopular resources to be identified) and replaced when necessary.</p> <p>Bikes, trikes and scooters to be maintained and replaced appropriately.</p> <p>Off-site swim to be organised to extend the swimming skills and stamina of stronger swimmers.</p>			

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:
				6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Notice board for lower school PE in prominent area of blue level corridor – to raise the profile of PE for pupils, staff and visitors.</p> <p>A ‘Sports Personality of the Term’ award given out at Good Work Assembly by each class. All children present in assembly to see the winner and winners praised by the entire key stage.</p> <p>National Sports Week.</p> <p>PE and Sport Dojos.</p>	<p>At next change of boards, lower school PE display to be created.</p> <p>Create template and resource accordingly for staff to use.</p> <p>Each class to take part in a sports game/activity every day of the week.</p> <p>Each class to have a ‘PE and Sport’ Dojo to award for participation, effort and success in PE and Sport activities.</p>	<p>£500</p> <p>£232</p> <p>Dojo Awards £568</p>	<p>Notice board has key information about teams, participation and skills shown; pupils show an interest in taking part in upcoming activities and events when questioned by staff.</p> <p>Winners put on PE notice board with photo and explanation. All school able to see this and praise children as a result.</p> <p>Each day, classes choose a sports person of the day for attitude and skill shown – trophy given. Each child to receive a medal at the end of the week for participation.</p> <p>Children to be awarded this Dojo after PE sessions and after any opportunity to be active.</p>	<p>Notice board to be kept up to date, relevant and inclusive.</p> <p>At the end of the year one ‘Sports Personality of the Year’ to be chosen from the key stage and given a prize.</p> <p>Successful/unsuccessful activities to be shared and then influence planning for next year.</p> <p>Link this Dojo to ‘Wake and Shake’ activities, in order to encourage pupil participation and thus the benefits of exercise on learning.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Lower school team to meet to discuss PE curriculum coverage and developing focus on preliminary level PE targets, due to growing number of pupils with far more complex and Severe Learning Difficulties at our school.</p> <p>TOP & SMILE staff PE courses to support staff knowledge of PE.</p>	<p>Team meeting to ensure each teacher's opinions are considered and acted upon.</p> <p>Relevant schemes of work purchased.</p> <p>Identify appropriate PE courses.</p>	<p>None</p> <p>£363</p> <p>£660 (3 days cover)</p>	<p>A KS1/2 PE curriculum overview is produced that caters for the growing range of pupils with MLD and SLD at our school.</p> <p>Teaching staff are far more confident in delivering a range of PE activities.</p>	<p>Curriculum overview to be reviewed with staff annually, or more often if necessary, to ensure that it meets the needs of our pupils.</p> <p>Meeting of appropriate staff and sharing of expertise.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils are offered a wide range of activities, both within and outside the PE curriculum. This will ensure that all pupils are able to access an activity of interest.</p> <p>All pupils to be given the opportunity to explore a space, which promotes being active and invites a wide menu of play, run by a staff team who are trained and knowledgeable in play work and whose primary function is to promote the play process.</p> <p>Pupils, who are able to ride a bike without stabilisers, to take part in a Bike-ability program, in order to develop bike handling skills and awareness of potential dangers when cycling.</p>	<p>Use of funds to offer Boccia, as a new inclusive activity, to pupils in Ash and Elm classes.</p> <p>Sycamore Centre (outdoor adventure and play centre) silver package to be purchased.</p> <p>Bike-ability team to be booked to come into school to run sessions, using the school's bikes.</p>	<p>£320</p> <p>£1,660</p> <p>Bike-ability team £700</p>	<p>Boccia is taught for a half term/term by both classes each year. Children from Ash Class are able to build their skills and confidence when returning to Boccia in Elm Class.</p> <p>All pupils in lower school is given an outdoor adventure experience, at least once a year.</p> <p>Pupils awarded the Level 1 or 2 Bike-ability award.</p>	<p>MC to look for future Boccia events, which we can take groups to.</p> <p>Staff team to review the success of our initial visits to the Sycamore Centre and then discuss suggested priorities and possible future bookings.</p> <p>Bikeability team to be rebooked in order to offer this opportunity to a growing number of pupils.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils to be given the opportunity to take part in inter-school activities, whether competitive and/or inclusive.</p> <p>All pupils to take part in intra-school sports activity session.</p>	<p>Take part in inter-school activities arranged by SMILE or our local sport partnership – Connect Ed.</p> <p>Organise friendly sports matches with local schools.</p> <p>Sports Relief event organised biannually. National Sports Week (swimming gala organized for Lower School – DS) School Sports Day organised annually.</p>	<p>Cost of Connect Ed £200</p> <p>Cover staff £800</p>	<p>All pupils to have taken part in an inter-school activity, at least once in the year.</p> <p>All pupils to take part in intra-school sports activity sessions, at least twice a year.</p>	<p>MC to continue to maintain close ties to the SMILE partnership, in order to access the activities available. Work towards more Acorn and Ash pupils taking part.</p> <p>Discussions with staff team after each event to consider successes and areas for development.</p>