

Newport School Sports Premium:

- **A review of the impact of expenditure for the academic year 2016-17**
- **An action plan with proposed expenditure for the academic year 2017-18**

Context of the report:

This report outlines the effectiveness of PE provision and the impact of the Sports Premium across the federation. Since 2013, the government has provided additional funding of £150 million per annum for the academic years 2013 to 2016, with the key aim of improving the provision of active healthy lifestyle learning within primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is allocated to primary schools across the country. The money is ring-fenced and must be used to improve the application of P.E. and school sport within both curricular and extra-curricular environments. This report outlines PE provision across the federation and the impact of the funding.

Links with UNICEF UNCRC:

- **Article 28:** You have the right to a good education. You should be encouraged to go to school to the highest level you can.
- **Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Newport School received £11,110 of sports premium money for the academic year 2016/2017. The report below demonstrates the impact of the sports premium spending.

Leadership and Management:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- The primary sports funding (£11,110) is used efficiently to make sure that all pupils benefit from a wide range of extended sporting activities, in lessons and in after-school clubs. More pupils engage in regular physical activity, including competitive sports. Pupils know what a positive impact this has on their health. Newport's expenditure on developing sport provision is approx. £39, 154 per annum (2016-17). Money is spent on: specialist tutors, replenishment of equipment, membership of the Waltham Forest competitive sports network and staff training and wellbeing sessions.
- The specialist PE tutor model is effective in further developing staffs subject knowledge and teaching of the subject; therefore ensuring outstanding provision for all.
- The above approach is ensuring that the schools are planning for sustainability as teachers are learning from specialists.
- The PE curriculum is broad and balanced, with pupils firstly developing skills and techniques and then having opportunities to practise these skills in a wide range of sports: hockey, tennis, swimming (Y6), football, tag rugby, gymnastics, dance, games etc. This approach ensures that pupils acquire the adequate technical skills, thus allowing them to participate in a wide variety of sports.

Achievements:

- Newport holds a distinction for the AfPE quality mark for physical education, demonstrating the quality and commitment of PE across the school.
- Newport was accredited the Silver Healthy Schools Award (June 2015), demonstrating its commitment to promoting healthy lifestyles.

Next Steps:

- Gold Healthy Schools Award accreditation

Teaching, Learning and Assessment:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

- Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Both schools:

- The specialist PE tutor model is effective in further developing staffs subject knowledge and teaching of the subject; therefore ensuring outstanding provision for all.
- The above approach has developed the quality of PE teaching across the federation as all teachers are now graded as at least ‘good’, with the specialist tutors graded as consistently ‘outstanding’.
- Behaviour during PE lessons is outstanding with all pupils engaged during all parts of the lesson.
- PE is taught through a skill based curriculum. These are progressive and there are opportunities for pupils to apply their skills to a variety of sports.
- There are opportunities in PE lessons for pupils to give and receive feedback based on their performance within a lesson. This has developed since last year.
- There have been no reported incidences of derogatory language or stereotypes within PE lessons.

Achievements:

- Involvement in PE competitions demonstrate pupil’s sportsmanship; where respect for the sport and the teams involved are clearly evident.
- The percentage of pupils engaged in before/ after school sports clubs has risen by 24% (2014-15), 45% (2015-16) to 66% (2016-17).
- There are a wide variety of after school clubs offered, there are approximately 25 offered per term, 65% of which are sports clubs.

Next Steps:

- Increase the amount of pupils who attain the expected level for swimming

Personal development, behaviour and welfare:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.

- The engagement in before/ after school and lunchtime sporting clubs demonstrates pupil's abilities and commitment to keeping themselves healthy. At Newport, the percentage of pupils engaged in before/ after school sports clubs has risen by 24% since 2013-14.
- Through pupil conferences, pupils can articulate how to keep themselves healthy and fit e.g. *'I know it is important to eat at least five pieces of fruit and vegetables every day as it helps by immune system which is important for fighting colds and flu, helping my attendance'* (Y5 pupil, Newport).
- *'Exercise is very important, it keeps my heart fit and strong'* (Y2 pupil, Newport).
- Pupils learn about how to keep themselves safe and healthy through other curriculum areas- Science, PSHE and assemblies.

Achievements:

- Pupil sports coaches have been trailed in the summer term and have proven to be effective in developing confidence and leadership skills amongst pupils. This model will be further developed.

Next Steps:

- Further develop the pupil 'sports coach' model across the school.

Outcomes for Pupils:

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.

<ul style="list-style-type: none"> ▪ Pupil attainment for PE has increased since 2013-14. The number of pupils reaching Age Related Expectations and above has increased by 18.4% from 67.6% to 86% (Newport). ▪ The percentage of pupils achieving above ARE has also increased by 6.2% from 6.3% to 12.5% since 2014-15 (Newport).
<p>Achievements:</p>
<ul style="list-style-type: none"> ▪ At Newport, pupils enter competitions on a regular basis. During the academic year, Newport was placed either 1st, 2nd or 3rd in eight out of the fifteen competitions entered (53.3%), compared to 32% in 2015-16. This demonstrates the progress pupils are making in their skill development, therefore enabling them to perform better during competitions.
<p>Next Steps:</p> <ul style="list-style-type: none"> ▪ Monitor PP and SEND progress and attainment

Meeting national curriculum requirements for swimming and water safety

**the data below is based on the cohort of Y6 pupils in 2016-7 (data will be updated for the current academic year in July, when pupils complete their swimming course)*

Pupils at Newport have scheduled swimming lessons as part of their PE during Year 6. They attend lessons at a local pool for half a term and are taught by the instructors at the pool.

The table below shows the percentage of pupils in Year 6 (2016-17) who have achieved the target of confidently swimming 25 metres. It also shows the percentage of pupils who can confidently use a range of swimming strokes and those who can perform safe self-rescue in a range of water-based situations

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

PE and Sports Action Plan and Expenditure 2017-18

Academic Year: 2017/18	Total fund allocated: £22,540	Date Updated: April 2018
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Key indicator 1: The engagement of all 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				44.7% of total allocation
School focus with clarity on intended impact on pupils:	Actions to achieve:	Allocated Funding	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop a wide range of opportunities for increased activity throughout the school day.</p> <p>Intended impact: 100% of pupils would engage in at least 30 minutes of physical activity a day</p>	<ul style="list-style-type: none"> - Increase the amount of active clubs: before, after school and during lunchtimes - Promote a range of different activities for pupils to engage in e.g. boxing - Develop an ‘active’ playground with a variety of games and activities which increase heartrate - Trial ‘family activities’ to promote active families (trial during Sports Relief week) - Develop knowledge and understanding through our whole school summer 2 topic ‘My Healthy Life’ - Further develop the skills of the sports leaders- lead ‘active playground’ games - PE specialists to lead activities, alongside Sports Leaders during break and lunchtimes 	<p>£10,080</p> <p>(playground resources, boxing equipment, 30 mins. x sports coach week- family sports)</p>	<ul style="list-style-type: none"> - Increase by 10% the number of pupils engagement in before/after/ lunchtime sports clubs - Increase the amount and variety of sports clubs offered - Attendance of parents/ carers at ‘family activities’ 	<ul style="list-style-type: none"> - Weekly/ twice weekly ‘family activities’ offered from 8:30-8:45am - Play leaders to lead ‘active playground’ activities every day

	<ul style="list-style-type: none"> - Employ x2 play leaders to promote activities during 'Green Time' (£8,580) - Increase the capacity of 'Change for Life' clubs (2x weekly clubs) 			
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				8.8% of total allocation
School focus with clarity on intended impact on pupils:	Actions to achieve:	Allocated Funding	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop and enhance the knowledge of all stakeholders, of the impact of PE and sport on health and wellbeing</p> <p>Intended impact: Increased community knowledge, resulting in a greater uptake of sports and related activities</p>	<ul style="list-style-type: none"> - Develop knowledge and understanding through our whole school summer 2 topic 'My Healthy Life' - Trial 'family activities' to promote active families (trial during Sports Relief week) - Have outdoor displays promoting the impact of physical activity, targeting the whole school community - Engage families in 'Change for Life' challenges: Family Snack Challenge and Family physical activity challenge - Introduction of mindfulness movements to enhance emotional and mental wellbeing 	£2000 (teaching resources, family learning groups)	<ul style="list-style-type: none"> - All pupils are engaged in at least 30 minutes of physical activity daily - All pupils have completed a 'My healthy Lifestyle, physical activity' pledge (summer 2) - Engagement of at least 40% of the wider school community in 'family challenges' 	<ul style="list-style-type: none"> - Reduce the levels of overweight/obesity at the end of Y6 (demonstrating embedded impact)- longer term goal
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				364% of total allocation
School focus with clarity on intended impact on	Actions to achieve:	Allocated Funding	Evidence and impact:	Sustainability and suggested next steps:

pupils:				
<p>PE specialists to teach PE lessons across the school (outside of PPA), staff to team-teach, developing skills and confidence.</p> <p>Intended impact: 100% of pupils receive high quality PE teaching</p>	<ul style="list-style-type: none"> - Teachers to work with/ team-teach PE teacher/ coach weekly during PE lessons - Each teacher to teach a PE lesson every half term- PE teacher/ coach to provide feedback - Teachers to engage pupils in ‘active playground’ games during break times (whilst completing break duty) 	<p>£82,069 (employment of PE teacher and Sports Coach)</p>	<ul style="list-style-type: none"> - Increase by 10% the number of pupils attaining Age Related Expectations (ARE) - Increase by 10% the amount of pupils attaining ARE+ - 100% of all PE lessons (taught by staff) graded at least good+ 	<ul style="list-style-type: none"> - Budget planning to ensure that this model can be sustained longer term
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				4.5% of total allocation
School focus with clarity on intended impact on pupils:	Actions to achieve:	Allocated Funding	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the amount of sports and activities offered across the school day. Introduce 3 new sports across the academic year (cycling/ table tennis/ boxing)</p> <p>Intended impact: Pupils would have a wide range of sports offered</p>	<ul style="list-style-type: none"> - Sign up to ‘Tour de Waltham Forest’, local bike competition- promote cycling - Purchase a variety of equipment to promote a range of new sports/ activities: <ul style="list-style-type: none"> - Table tennis tables (£562) - Boxing set (£270) - Continue to embed and enhance the swimming offer for Y6 	<p>£1000 (purchasing of new equipment)</p>	<ul style="list-style-type: none"> - Increase the % of pupils passing the ‘swimming competency’ tests in Y6 - Good uptake for new sports clubs introduced (all spaces offered are full) 	<ul style="list-style-type: none"> - Complete an annual rolling programme for introducing new sports and activities across the school (to include yoga 2018-19)

Key indicator 5: Increased participation in competitive sport				7.5% of total allocation
School focus with clarity on intended impact on pupils:	Actions to achieve:	Allocated Funding	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the amount of WF competitions, which pupils are involved in- across all ability ranges. Increase the amount of competitions</p> <p>Intended impact: A greater amount of pupils would engage in competitive sports</p>	<ul style="list-style-type: none"> - Renew membership for WF sports network (£1,700) - Introduce ‘competitive’ sports during PE lessons, before/ after school clubs and lunchtime to engage pupils’ in competitive sports - Enter competitions for all abilities: Greater Depth pupils and SEND competitions - Opossum PE teachers and coaches to organise federation competitions 	<p>£1,700 (WF sports network membership)</p>	<ul style="list-style-type: none"> - Amount of competitions entered, increased from 2016-17 - Gain a 1st/ 2nd/ 3rd place in a greater amount of competitions from 2016-17 	<ul style="list-style-type: none"> - Strategically plan for competitions to take place across the year - Begin to plan for 2018-19 federation competitions and place in strategic calendar

***Expenditure for PE and sports for 2017-18: £96,849 (430% of allocated sports premium funding)**