



Castlebar School Sports Premium



Academic Year: 2019/2020	Total fund received: £ 17,530 Funding allocated: £ 17,530	Date Updated: July 2020
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Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School maintained Gold School Games (paused due to covid-19) and achieved School Games Mark Achievement and Virtual Awards. Implementation of EQUALS curriculum and 7 areas of engagement to promote progress for SLD pupils. 60% of pupils engaged in extra-curricular sporting activity each week. 60% of targeted less-active pupils are now engaged in extra-curricular sporting activity every week 6 established school-club links with local community sports and leisure providers Amount of children accessing after school clubs has increased yearly. 95% of class teachers teach at least one PE lesson a week. 	<ul style="list-style-type: none"> Increase teacher's competence and confidence in delivering high quality, inclusive PE lessons that challenge all pupils. Continue to focus on engagement and progress of SLD pupils through differentiation through implementation of 7 areas and the EQUALS curriculum. Further increase the percentage of pupils participating in 30 minutes of moderate to vigorous physical activity per day with a focus on activities in core subjects. Promote the development of life-skills through PE following the 'My Personal Best' program.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> <p>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?</p>	<p>5% of pupils can swim 25m</p> <p>5% can use a range of strokes effectively</p> <p>5% children currently performing safe self-rescue (Floatation is taught from Reception up to Year 6, in support of survival and self-rescue skills.)</p>

<u>Swimming</u>	<u>School focus and impact on pupils</u>	<u>Actions to achieve</u>	<u>Funding</u>	<u>Evidence and Impact</u>	<u>Sustainability and suggested next steps</u>	<u>Percentage of total allocation</u>
<i>The school follows the Swim England Alpha Steps scheme for the majority of pupils. A small cohort of higher achieving pupils are able to access the Swim England main framework and so are working towards the NC requirements for swimming at least 25m and use a range of strokes effectively.</i>	<p>To provide structured weekly swimming lessons for all pupils of all abilities.</p> <p>To learn through play and explore to develop swimming techniques.</p> <p>To be taught strokes/skills using best practice delivery.</p>	<ul style="list-style-type: none"> School to continue to hire a swimming instructor and utilise swimming resources acquired previously. Utilise Swim England Alpha Step programme and Swim England main framework to ensure effective monitoring and evaluation of pupils termly and award certificates for their swimming achievements. Provide weekly swimming club to a selected group of pupils every term. To enhance their skills of swimming competently, confidently and proficiently using a range of different strokes. 	£6,800	<p>Assessments kept by the swimming instructor including awards received up until March due to covid-19.</p> <p><u>Alpha step</u> Stage 1 – 26 Stage 2- 5 Stage 3 – 8</p> <p><u>Pre Swimming Skills</u> Stage 1 – 19 Stage 2 – 3</p> <p><u>Swim England Main frame Work</u> Stage 1 – 2 Stage 2 – 2 Stage 3 – 0</p> <p>Swimming club ran for 2 terms before covid-19. It was accessed 12 pupils. See club registers</p>	<ul style="list-style-type: none"> Continue to challenge pupils through swimming sessions. Weekly swimming embedded in school timetable. Experienced swimmers to take part in swimming gala. Termly inter-class competition led by swimming instructor. 	39%

Key Indicator	School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	Percentage of total allocation
<p>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</p>	<p>To increase/maintain the number of pupils who take part in after school clubs and ensure effective use of school sports facilities.</p>	<ul style="list-style-type: none"> • To further develop the range multi-skills and multi-sports games based activity clubs delivered in extra-curricular. • To increase the amount of children accessing after school clubs from previous academic year. • To monitor bicycle, Soft Play, Rebound Therapy timetables. • To monitor the use of outside sports facilities – using them for structured activities led by sports coach during playtimes. • Each class to swim 30 minutes every week. • Children from upper and lower school take part in EASIE programme each morning. 	<p>£5,000</p>	<ul style="list-style-type: none"> • Maintain higher numbers of pupils attending clubs • <i>67 children attended clubs this academic year before Covid-19.</i> • Timetables for school’s sports facilities. • Certificates for Rebound Therapy and swimming achievements. • EASIE sessions running daily each morning with more sedentary children a focus alongside children with high arousal. • SLD Classes take part in daily walking activity. 	<p>Continue to monitor take-up on after school clubs spaces on a termly basis – change lists for the most popular clubs to ensure equal access.</p> <p>Adapt the delivery of clubs to suit the changing needs of pupils and to provide support for more children identified as less active.</p>	<p>29%</p>
<p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>To raise aspirations and celebrate pupil’s achievements in PE, school sport, physical activity and the School Games</p>	<ul style="list-style-type: none"> ▪ PE, school sport and School Games success to be celebrated in school newsletter. ▪ Purchase and hand-out certificates for Swimming and Rebound Therapy. ▪ Plan and deliver a Celebration gala for Swimming. ▪ Deliver a School Games/Sports day which celebrates the achievement off all pupils achievements in PE and sport. 	<p>£430</p>	<ul style="list-style-type: none"> ▪ Sports section of school newsletter. ▪ Photos and records of Rebound Therapy and Swimming certificates awarded to pupils. ▪ School website sports updates. ▪ <i>Promotion of School Games to parents and local community met the criteria for school games virtual and achievement awards due to pausing of school games mark.</i> ▪ <i>Delivery of the Youth Sports trust school sports week from home. Promoted to parents of children not attending school and carried out in individual bubbles for those in school.</i> ▪ <i>Hall display updated to celebrate schools sports week from home.</i> 	<ul style="list-style-type: none"> • Gala, sports celebration assemblies and the sports section of school newsletter embedded as part of school practice. • Intra school competitions to be held termly incorporating skills learnt that term. 	<p>2%</p>

Key Indicator	School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	Percentage of total allocation
<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>To increase the number of pupils engaging in physical activity.</p> <p>To support all young people to realise their potential in PE and school sport.</p> <p>To further develop holistic learning skills which can be transferred to everything children do.</p>	<ul style="list-style-type: none"> • PD curriculum targeting SLD pupils to be updated by PE lead alongside J&C coach. • Refresher Training to be delivered by PE lead alongside J&C coach regarding planning and differentiation for physical activity utilising Elements and TOP Sportsability resources. • School to order and implement the new EQUALS schemes of work for SLD pupils • PD curriculum to be updated to ensure progression and improved skill development year upon year. • PE lead and assistant head to attend My PB training. • Training for lunchtime staff with the goal to promote activity level during lunchtime. • Learning walk focussed on implementation of SLD curriculum. 	<p>£4,000</p>	<ul style="list-style-type: none"> • Updated PE curriculum with focus on differentiation for SLD pupils and ensuring progression across the school. • Statement of intent written for PD in line with the new Ofsted framework. • Staff feedback from training. • Feedback from PE Learning Walk and observations. • 12 SMSA staff took part in training for 'Playground games' on 29th October. • Through professional dialogue staff have indicated greater confidence in delivering PE and the ability to differentiate an activity to meet the varying needs and abilities of pupils. A learning walk in February around the implementation of '7 areas of engagement' in PE took place. This highlighted that some (4) SLD children were now able participate for up 25% longer than before. • James and Dawn attended the 'My Personal Best' training with the SSP and Youth Sports Trust at John Chiltern in Spring 1. James began implementing the approach with 8 children in his class for 4 weeks prior to covid-19. During this time 2 children were able to identify when they were being responsible and began to take responsibility for putting away their resources at the end of the lesson. • Planning/Differentiation training unable to take place due to covid-19. 	<ul style="list-style-type: none"> • PE Lead to provide additional support to staff as required. • To continue to buy into the Willow Tree SSP. • PE Lead to monitor the delivery of the updated curriculum through observations, Learning Walk and sustaining professional dialogue around PE. • Survey to staff to assess their confidence in using the updated curriculum. • To schedule further training and moderation sessions. • To adapt 'My Personal Best' ideology to fit into the PD curriculum. 	<p>23%</p>
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>To further improve the swimming ability of pupils and allow them to experience a local community setting for continued participation.</p>	<ul style="list-style-type: none"> • Targeted higher achieving Yr6 pupils to have swimming sessions at Gurnell Leisure Centre. 	<p>£1000</p>	<ul style="list-style-type: none"> • Pupils more confident to access local community swimming venue to continue swimming. • Improved socialisation and independence. <p><i>11 pupils went to Gurnell Leisure Centre for extension to their Swimming provision for the year up until Covid-19 school closure.</i></p>	<ul style="list-style-type: none"> • Continue to offer swimming at Gurnell to those higher achieving yr6 pupils. 	<p>6%</p>

Key Indicator	School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	Percentage of total allocation
	To increase the participation levels of pupils in extra-curricular sporting activity every week.	<ul style="list-style-type: none"> • After school clubs to be open to all pupils across KS2 and offer a range of sports. • Some KS2 pupils to have Athletics sessions at Perivale Track. • J&C coach to run a variety of games during lunchtime play. 		<ul style="list-style-type: none"> ▪ More pupils engaging in extra-curricular clubs. ▪ Registers from clubs <p><i>67 pupils engaged in extra-curricular clubs. All pupil premium children that attended clubs accessed two terms worth before covid-19.</i></p> <p><i>Perivale track unable to take place due to Covid-19.</i></p>	<ul style="list-style-type: none"> • Continue to provide opportunities to engage in different sports at lunchtimes (J&C). • Engage school council to develop further ideas of further sporting activities that they may like to take part in. • Plan further training for lunchtime staff that would provide them with ideas for further structured sports activities they could engage pupils in. 	
	Pupils to have a broader access to activities and the opportunity to experience them in different settings.	<ul style="list-style-type: none"> • PGL and Woodrow High House residential trips to provide pupils with the opportunity to take part in broader range of activities e.g. climbing. • Upper School classes visit to pony centre as part of work-related curriculum. 		<ul style="list-style-type: none"> ▪ Pupils more confident to engage in sports/activity they are less familiar with. ▪ PGL/Woodrow Cancelled due covid-19 ▪ 11 children attended the pony centre. More children were unable to attend due to covid-19. ▪ One child initially would not come off the bus due to the fear of the ponies. The teacher reported that by the end of sessions that child was stroking and grooming the ponies and was able to follow the grooming routine independently. 	<ul style="list-style-type: none"> • Schedule Woodrow house and PGL for Summer term 2021. • Increase the volume of children visiting the pony centre. 	

<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>To further develop holistic skills (inc. socialisation, independence and communication) in pupils through healthy, meaningful school competition.</p>	<ul style="list-style-type: none"> • Sign up for competitions through SSP • Maintain Personal best challenges in PE lessons. • Deliver a minimum of 4 intra-school competitions. • Attend a minimum of 3 inter-school competitions including at least one 'b' team attending. • Sports Day for all pupils in the Summer Term that will include a competitive element. • In-school competitions, playground activities involving pupils (independence). • School Council to support playground games – competitive sports and be involved in organising the Sports Day. • Complete Inclusive Health check and School Games mark application on the School Games website. 	<p>£300</p>	<p>A and B Team entered into curling competition. One team won the borough tournament against both SEND and mainstream schools and then took part in the regional finals.</p> <p>A group of 10 of our stronger swimmers took part in the primary panathlon and finished second in the local finals.</p> <p>This group had then been selected to take part in the finals in Stratford but this was cancelled due to covid-19.</p> <p>Further competitions were cancelled due to covid-19.</p> <p>These successes were shared in the school newsletters.</p> <ul style="list-style-type: none"> • Increased numbers of pupils who attend in-school competitions. • School Council involved in the organisation of competitions and sports events (School Council newsletter reports). • Registers of attendance to competitions. • Photos and news reports of intra and inter-school competitions. • Action plan created from Inclusive Health check completion. <p>During lockdown the school took part and promoted the YST 'school sports week from home'.</p> <p>Pupils who were in school took part in individual events that were timed and provided a competitive element.</p> <p>Staff noted the positive impact that this had on our children's well-being and mood during the lockdown.</p> <p>It was noted that 'one child had been quite anxious from the changes that had taken place during school due to lockdown however, then they took part in the activities they were smiling and laughing more than they had been.</p>	<ul style="list-style-type: none"> • Pupil's success and enjoyment in competitions celebrated in school assemblies. • Further develop intra-school competitions for both Lower and Upper School. • Sustain the number of competitions Castlebar pupils go to through SSP. • Further develop links with other SEN schools in order to develop competitive opportunities through SSP. • Develop termly opportunities for intra-school competitions within class groups at the end of a PE unit and share any achievements in assemblies. 	<p>2%</p>
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