



Cherry Garden School

Sports Premium Evaluation 2019/2020

At Cherry Garden School we aim to establish a culture that enables and encourages all children to take part in regular physical activity. We receive specialist support from the PE and School Sports Network, through attending PE sessions regularly, giving advice and coaching to teachers, as well as making recommendations to continue developing our PE curriculum and wider provision.

We aim to:

1. Improve the quality of the school P.E. programme through:
 - Auditing staff to highlight development areas
 - Delivering P.E. focused staff training through staff meetings and INSET days
 - Employment of sports specialist to teach pupils and mentor staff
2. Continue to use as many opportunities as possible, including extra-curricular clubs, to develop children's skills and involvement in physical activity.
3. Enter children across both key stages into inter school sport competitions
4. Improve children's confidence and skills in the swimming pool
5. Deliver an exciting and memorable sports day

What is the Sports Premium?

The Government is providing funding of £150 million per annum for academic years 2014 - 2020 to improve provision of physical education (PE) and sport in primary schools. This funding is allocated to primary school headteachers.

The sport funding can only be spent on sport and PE provision in schools. OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase. All schools will receive a lump sum plus a premium of £10 per pupil.

Purpose of funding

Schools will have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses for the funding include:

- hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- paying for professional development opportunities in PE/sport
- providing cover to release primary teachers for professional development in PE/sport
- running sport competitions, or increasing participation in school games
- buying quality assured professional development modules or materials for PE/sport
- providing places for pupils in after school sport clubs and holiday clubs.

How will we be spending the Sports funding and who will benefit?

The Governing body agree that the money must be used so that:

- all children benefit regardless of sporting ability

- that the most able children are given the opportunity to compete in more advanced tournaments
- that staff have access to training opportunities and continued professional development

The funding will be used to:

- Increase the skill level of staff in the delivery of quality P.E. teaching.
- Buy exciting and stimulating resources to facilitate the teaching of PE.
- Develop a safe but active use of the playground at break times.

Evidencing the Impact- 2019-2020

Academic Year: 2019/20	Date Updated: June 2020		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			
<p style="text-align: center;">Inte nt</p>	<p style="text-align: center;">Implementa tion</p>	<p style="text-align: center;">Imp act</p>	

<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>-Pupils will engage in a range of different PE sessions provided by a member of staff across the school week, including playtimes and lunchtimes.</p>	<p>-All children attend one discrete PD session per week, as well as regular opportunities throughout the day to develop gross motor skills.</p> <p>-Weekly bespoke and targeted sessions with PESSN coach for around 20% of children in school. (Autumn 1 and 2- ball skills, Spring 1- Boccia, Spring 2- seated volleyball)</p> <p>-Resources to extend gross motor skills readily available on playground areas at all times.</p> <p>-Dance/yoga sessions once a week per child. Swimming sessions once a week per child (in school or external)</p>	<p>- Network fee</p> <p>-Swim coach salary</p>	<p>-High percentage of children either achieve or exceed gross motor IEP targets.</p> <p>-Children more confident in the water and as such, make better progress according to evidence gathering assessment system.</p>	<p>-Continue to utilise network coaches to deliver targeted sessions.</p> <p>Next steps;</p> <p>-provide support for school staff to run these sessions.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
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<p>-Staff will develop understanding of Branch Map assessment system in order to promote good progress in Physical Development across the school day.</p> <p>-Staff will continue to display high confidence in use of MOVE Programme across the entire school.</p>	<p>-Small group of LSAs attended weekly training Branch Map training</p> <p>-Half of school staff attended half day INSET training</p> <p>-Regular team meeting focus on assessment system</p> <p>-Support from PESSN to teachers on promoting achievement through set up of sessions and classrooms.</p> <p>-Induction training for new staff for MOVE.</p> <p>-Refreshers for KS1 and KS2 staff (45 mins each)</p> <p>-Regular MOVE drop ins from PD co-ordinator.</p>	<p>-Network fee</p> <p>-LSAs extra hours.</p>	<p>-More clear and better quality assessments during PD sessions and across school day.</p> <p>-MOVE progress across school is excellent, many children have achieved new motor milestones. High percentage of children achieve or exceed their MOVE IEP target.</p>	<p>-Continue to develop staff confidence as part of rolling CPD programme.</p> <p>Next steps;</p> <p>-Place on MOVE trainer training to make three trainers in school.</p> <p>-PESSN support teachers to continue to extend children through challenging hall set ups.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
Key indicator 5: Increased participation in competitive sport

Inte nt	Implementa tion		Imp act	
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<p>-A high percentage of pupils will access extended and/or community PD provision throughout the school year.</p> <p>-Pupils will engage in one off 'events' in school during the year e.g Sports Day, Sport Relief, MOVE Day</p>	<p>-Local links established with boxing club (London Community Boxing) and Aerial Yoga centre (Flying Fantastic)</p> <p>-Attended 3/3 SEN competitions for Autumn and Spring term (Boccia, Kurling, Bowling)</p> <p>-PESSN coach provides weekly targeted sessions to develop particular skills.</p> <p>-All children engaged in a cross school competitions on Sports Day (Boccia, Yoga, Keep Fit)</p>	<p>-Aerial Yoga teacher salary (hour)</p> <p>-Transport to and from competitions</p> <p>-Network fee</p> <p>-Resources (Boccia, Kurling)</p>	<p>-Over 25% of children have attended extended or community PD provision this year up to end of Spring term. All children have attended in school PD competition.</p> <p>-Children working at higher end of assessment system understand simple rules and score keeping.</p> <p>-Children have opportunities to generalise their skills outside of regular school environment.</p>	<p>-Continue to attend all PESSN SEN competitions.</p> <p>Next steps;</p> <p>-Continue to develop links with local community provision where possible and practical.</p>

Signed off by/date		
Head Teacher:	Subject leader:	Governor:
	Simon Wright (June 2020)	

