



Co-op Academy
Brownhill

Sports Premium Impact Report

2019-2020

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Children interviews that lead to knowing what sports they wanted to play.</p> <p>Introduced Yoga at lunchtimes.</p> <p>Introduced a specific dance class on Monday after school.</p> <p>Y3 children attended swimming lessons - in addition to year 4.</p> <p>Promoted virtual school games sports day.</p> <p>Y6 organised to attend swimming lessons (N/A due to Covid-19).</p> <p>Specific after-school clubs for reception children (N/A due to Covid-19).</p> <p>Leeds rhinos to come into school (N/A due to Covid-19).</p>	<p>Improve: Ensure that staff are effectively promoting after-school clubs. Evidence: Greater percentage of children attending classes and pupil interviews suggesting that teachers are actively talking about sport.</p> <p>Improve: Increase sports club attendance. Evidence: Greater number of children attending.</p> <p>Improve: Classes more accessible for SEN children. Evidence: Greater number of SEN children attending classes.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>25%</p> <p>Due to high mobility of children in school above figures are based on teacher based knowledge at point of leaving Year 5. Normal procedures to have children attend a week long intensive swimming course, due to Covid-19, was cancelled and therefore we were unable to obtain the percentage.</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>Due to high mobility of children in school we have children attend a week long intensive swimming course. Due to Covid-19 this was cancelled and therefore we were unable to obtain the percentage.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Due to high mobility of children in school we have children attend a week long intensive swimming course. Due to Covid-19 this was cancelled and therefore we were unable to obtain the percentage.</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>This was planned in but was unable to take place due to COVID 19.</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £17, 930	Date Updated: 03/07/2020		
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				Percentage of total allocation: 13%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide pupils opportunity to choose physical indoor/outdoor learning experiences at break, lunch and in after-school activities.	Develop flexibility, strength, technique, control and balance (for example, through team/competitive games. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	£2400	Nearly all adult-led sessions had no behaviour incidences. Greater participation in afterschool clubs. Wider range of sports played depending on the year group attending. As of March 16 th 2020 59% of school children had attended a competitive sports club. This was up from 53% at this time the previous year As of March 16 th 2020 (2019 data) 59% of EAL children attended (54%) 62% of PP children attended (60%) 20% of SEN children attended (10%)	Continue to interview children at the beginning of the year and ask for their preferences of after-school activities.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Year 3/6 children to attend additional swimming sessions	Year 6: Perform safe self-rescue in different water-based situations. Year 3: Introduction to basic swimming techniques and orientation of swimming facilities	£4484	Year 6: This session did not go ahead due to Covid-19 Year 3: All children gained confidence in water and understood the importance of being safe both in and out the pool, most children improved their swimming technique.	Continue to provide the opportunity for year 3 and 6 to attend swimming lessons. Teachers complete a before/after survey of how the children have improved over those sessions.
Purchase new equipment to ensure sport can be played at break/lunch and after-school clubs	Carry out a PE stock check - Inflate all balls - Rate equipment - Organise & label PE cupboard - Create a stock list	£1000	Break/lunchtime activities were more effective due to equipment being available and fit for purpose. staff reported fewer pupils not engaged in an organised activity. Also reduced number of recorded behaviour incidents on the playground Sept - Dec 35 incidents Jan - March 28 incidents	Continue conducting a yearly PE equipment check to ensure break/lunch/after-school activities are able to run smoothly.
		£TBC		Continue to explore the possibility of running a bike library.

<p>Purchase bikes through various council lead bike schemes</p>	<p>Raise the profile of cycling in school. Promote the benefits of riding a bike. The potential to offer bikes to the wider community.</p>		<p>due to covid-19 further work on this was halted</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to attend and observe weekly dance classes	Staff to improve understanding of how to teach dance to KS1/2 through observing sessions every Friday.	£0	Most staff were able to demonstrate some understanding of the skills they had observed being taught to the children. They started feeling more confident in the delivery of this.	Staff to complete a before and after survey of the half-termly dance sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
KS1/KS2 Daily Yoga sessions	Children attend Yoga classes and understand how their breathing can help to reduce feeling anxious and angry.	£1140	Children were targeted using the schools behaviour ratings and encouraged to attend. Of the 3 Red tariff children who attended all had a reduced level of inappropriate behaviour at lunch.	Continue classes possibly as part of a morning club.
KS1/KS2 Weekly dance lessons	Develop flexibility, strength, technique, control and balance	£2340	PE partners assessment data showed that 64% of pupil had a been	Continue classes that interest the children and their music

<p>Foundation: balance bikes</p>	<p>Compare their performances with previous ones and demonstrate improvement</p> <p>Children to have equipment for improvement of motor skills such as climbing, balancing, jumping by using static equipment (Use of balance bikes to promote coordination and balance)</p>	<p>£TBC</p>	<p>assessed at better with control and balance at the end of the dance unit.</p> <p>Most children learnt new skills including memorising the choreography for songs over a period of weeks.</p> <p>N/A due to covid-19</p>	<p>preferences.</p> <p>Organise for this activity to take place next academic year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children to be provided with the opportunity to participate in a competitive sport both at break/lunch and after-school clubs.	Increase the participation of competitive sport in school through after-school clubs.	£0	As of March 16 th 2020 59% of school children had attended a competitive sports club. This was up from 53% at this time the previous year	Continue to promote after-school clubs by discussing what the children want to play.
Children who are EAL, SEN and PP to be provided with the opportunity to participate in a competitive sport	Increase the participation of PP, EAL and SEN children in competitive sport.	£0	As of March 16 th 2020 (2019 data) 59% of EAL children attended (54%) 62% of PP children attended (60%) 20% of SEN children attended (10%)	Continue to target PP, SEN and EAL children by asking teachers to speak to parents about attending the after-school clubs.

Signed off by	
Head Teacher:	Bev Blanchfield
Date:	23/9/20
Subject Leader:	Shaun Haugh Scott
Date:	23/9/20
Governor:	
Date:	