

**Our Sports Grant for 2018-19= £16,270**

We have chosen to focus on:

- Raising the profile of sport and PE across the KPA as a tool for whole-school improvement
- Continuing to increase the confidence, knowledge and skills of staff in teaching PE and sport
- Offering a broader experience of a range of sports and activities to all of our pupils
- Increasing participation in competitive sport

In order to do this we have chosen to continue with support from Moving Matters. Our aim is to use Moving Matters to:

- Support our planning and delivery of the PE curriculum for 2018-19 and beyond.
- Continue to coach teachers so that once the programme ends they will be delivering outstanding PE sessions –with a focus upon improving fitness levels , pupil engagement and broadening the PE curriculum.

**Breakdown of cost :**

The £16,270 will be spent on Moving Matters. Their work will entail:

- Coaching and supporting class teachers (including an unqualified teacher) to teach PE lessons that are engaging, focus on fitness for pupils and allows teachers to increase their knowledge and skills.
- Implementing and establishing a curriculum that provides opportunities for the pupils to develop new skills, talents and interests and that teaches emotional resilience and regulation.
- Supporting targeted pupils to improve their levels of fitness and confidence and also focusing upon gifted and talented pupils.
- Implementing and establishing competitive sport –thus also developing pupils’ abilities to regulate their emotions.

		Cost	Success Criteria	Evaluation																				
Moving Matters		£16,270		<b>There were 4 evaluation meetings : Nov 2018, Jan 2019, March 2019, July 2019</b>																				
	1.Provision of a broad curriculum that focuses upon new activities that engage pupils in physical exercise.		PE curriculum planned for whole year that has a focus upon activity.	<p><b>Curriculum focus was on engagement –cricket, football basketball and hockey were the main games. A Sports Activity day in April 2019 was successful –the aims were to give the pupils the chance to play and learn new games they could engage in after school and to include the LAs in teaching/running the activities. Views of stakeholders was positive:</b></p> <table border="1"> <thead> <tr> <th></th> <th>YES 😊</th> <th>NO 😞</th> <th>SOME OF IT /SOMETIMES 😐</th> </tr> </thead> <tbody> <tr> <td>DID YOU ENJOY THE SPORTS ACTIVITY DAY ON 03.04.19?</td> <td>16</td> <td></td> <td>2 ( + 1 N/A)</td> </tr> <tr> <td>DO YOU LIKE TAKING PART IN PE AND SPORT?</td> <td>18</td> <td></td> <td>2</td> </tr> <tr> <td>ARE YOU ACTIVE ENOUGH IN SCHOOL TIME?</td> <td>17</td> <td>1</td> <td>2</td> </tr> <tr> <td>ARE YOU ACTIVE ENOUGH AT HOME/ WEEKENDS/ HOLIDAYS?</td> <td>9</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>WHAT WOULD YOU LIKE TO DO MORE OF AT KPA?</p>		YES 😊	NO 😞	SOME OF IT /SOMETIMES 😐	DID YOU ENJOY THE SPORTS ACTIVITY DAY ON 03.04.19?	16		2 ( + 1 N/A)	DO YOU LIKE TAKING PART IN PE AND SPORT?	18		2	ARE YOU ACTIVE ENOUGH IN SCHOOL TIME?	17	1	2	ARE YOU ACTIVE ENOUGH AT HOME/ WEEKENDS/ HOLIDAYS?	9	4	7
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			<p>Resources bought for the curriculum – allowing the curriculum to be delivered.</p> <p>Increased participation in activities in PE and playtime.</p>	<ul style="list-style-type: none"> <li>• Kingsquare</li> <li>• Play football</li> <li>• I would like to play dodgeball and bulldog also egg and spoon and sack race</li> <li>• I would like to do football</li> <li>• I would like to do football and baseball and tennis with bulldog</li> <li>• Basketball matches, running</li> <li>• Karate</li> <li>• BMX bike riding, running</li> <li>• Boxing</li> <li>• Running</li> <li>• Weightlifting, climbing wall, push-ups</li> <li>• Playing bulldog, football and playing with Mr David in the hall</li> <li>• Football, basketball, cricket, table tennis, tennis</li> <li>• Football, fencing</li> <li>• Play football more</li> </ul> <p><b>Staff want to repeat the Sports Activity-this will be planned for the end of T1 2019.The Sports Day (July 2019) was the most successful one we have had –with 100% pupil engagement and 100% positive behaviour throughout the 120 minute session.Parents/carers attended and also enjoyed the event.</b></p> <p><b>Next steps : Include 2 x new sports in 19-20 and incorporate gymnastics / aerobic type activities</b></p> <p><b>Not necessary –we had the resources needed- we did re-organise existing resources which meant they were more cost effective.</b></p> <p><b>Next steps-ensure resources are maintained</b></p> <p><b>Team games was the focus for T4 –the majority of pupils have worked well. Some pupils have found it hard to not lead sessions. Behaviour across the KPA was very good during PE sessions –with only 27 recorded incidents of inappropriate behaviour occurring in PE sessions –out of 498 across the whole year-5% .108 incidents recorded occurred at playtime-27%. Next steps- ensure activities are engaging in 19-20.</b></p>
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			<p>Behaviour analysis shows a decrease in negative incidents in PE.</p> <p>Feedback from pupils shows that they enjoy the activities.</p>	<p><b>Whilst cohorts change across and within years at the KPA, 5% incident rate for 18-19 in PE lessons in 2018-19/ 6% incident rate for 17-18. Next steps – Learning walks and observations with this focus.</b></p> <p><b>Achieved –see above</b>  <b>Next steps – continue to take and respond to views of stakeholders</b></p>																																										
	<p>Coaching of teachers to increase their confidence, knowledge and skills</p>		<p>Lesson observations of all class teachers shows an increase in knowledge / skills</p> <p>Feedback from teachers shows an increase in knowledge/skills.</p>	<p><b>The majority of teachers needed minimal coaching. One member is gaining QTS and has gained some support. This needs to be formalised next year. Next steps – Coach to work with new teachers and aspects of PE teaching to be part of Learning Walks to ensure improvements in PE teaching are maintained.</b></p> <p>This has had varied success.</p> <p>Staff Survey: PE T2 2018</p> <table border="1" data-bbox="1272 951 2123 1326"> <thead> <tr> <th></th> <th>Strongly agree</th> <th>Agree</th> <th>Neither</th> <th>Disagree</th> <th>Strongly disagree</th> </tr> </thead> <tbody> <tr> <td>Since the start of Moving Matters this school year:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I have observed a range of activities</td> <td>xx</td> <td>xxx</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>The pupils have learned new PE skills due to the programme</td> <td></td> <td>xxxx</td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>The pupils are more able to manage 'competition' in PE due to the programme</td> <td></td> <td>xxxx</td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>Pupils' social skills in the PE sessions are showing improvement</td> <td></td> <td>xxxxx</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>The levels of pupils' fitness are showing improvement</td> <td>x</td> <td>xx</td> <td>xxx</td> <td></td> <td></td> </tr> </tbody> </table> <p>Staff Survey: PE T6 2019</p>		Strongly agree	Agree	Neither	Disagree	Strongly disagree	Since the start of Moving Matters this school year:						I have observed a range of activities	xx	xxx	x			The pupils have learned new PE skills due to the programme		xxxx	x	x		The pupils are more able to manage 'competition' in PE due to the programme		xxxx		x	x	Pupils' social skills in the PE sessions are showing improvement		xxxxx	x			The levels of pupils' fitness are showing improvement	x	xx	xxx		
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Pupils' social skills in the PE sessions are showing improvement		xxxxx	x		
The levels of pupils' fitness are showing improvement		xxxxx	x	x	

T2: Rate the answers 1-10. 10 being the highest score:

I feel confident about teaching PE	8	9	8	5	8	8
I feel that I know enough about a range of how games / sports are played to be able to teach a broader curriculum	8	8	4	4	9	7
I feel confident that I can assess pupils' fitness levels	8	8	5	5	8	6
I feel confident that I can develop lessons which will improve pupils' fitness levels	8	10	6	6	8	7
I feel confident that I can organise a range of competitive games	9	9	6	5	9	5

T6: Rate the answers 1-10. 10 being the highest score.

I feel confident about teaching PE	7	8	7	7	10	10
I feel that I know enough about a range of how games / sports are played to be able to teach a broader curriculum	7	8	7	8	6	7
I feel confident that I can assess pupils' fitness levels	8	8	6	7	6	9
I feel confident that I can develop lessons which will improve pupils' fitness levels	7	8	8	7	7	10
I feel confident that I can organise a range of competitive games	7	8	7	8	8	10

**Staff have expressed the need for more formal lessons in 19-20. 18-19 has had a focus on activity and emotional regulation –next steps**

	Coaching/fitness/mentoring sessions for targeted pupils who need to improve their fitness levels and/or show a talent for sport.		Improvement in Fitness levels and engagement in activities for less fit students. Improvement in responses to competition for more able pupils.	<b>Various groups have been targeted –G and T groups, less fit children and a girls group. Fitness tests have shown 100% improvement .</b> <b>Next steps –continue with targeted groups – allowing G&amp;T pupils to lead parts of lessons.</b>
	Competitions organised by MM coach –internal and external		3 x competitions held across the year – pupils participating and managing to win/lose	<b>2 x internal competitions were arranged and were successful. Issues with schools agreeing to take part in competitions.</b> <b>Next steps – 3 x competitions with schools to take place in 19-20</b>

We will ensure improvements are sustainable by building upon the progress made year on year. See the **next steps** sections in the review