

## PE and Sports Funding – Impact report 2015/2016

New River College Primary received an allocation of £7,500 for 2015 / 2016 academic year.

New River College spent the 2015/2016 PE and Sports Grant on the following priorities;

- Weekly swimming lessons for all pupils. To support this all groups have 4 members of staff and are transported by mini bus to the local swimming pool. Swimming tuition – £2,896. Transport cost at £26.00 x 34 weeks = £884.00. Total = £3,780
- Honorarium to a learning assistant to continue to develop a range of extra-curricular activities on Thursday afternoons and throughout the week. This has proved very popular with all pupils accessing additional activities. This included boot camp, tag rugby, basketball, football and cricket.  
Honorarium - £841.00
- Recruited a PE qualified teacher to work on a weekly basis at the Primary site to share knowledge of lesson planning and supporting PE/Sports development at the Primary site (£100 per week - £3,800)
- A range of additional sports equipment was purchased to support the development of PE and Sports at New River College Primary. Actual cost £1,730
- Sport / PE related trips -
  - Weekly outings to the NRC Secondary MUGA Educational in partnership with Arsenal Double Club (a bespoke training session for the pupils).
  - Educational outing to the Sobell Sports Centre to show the range of sporting activities on for pupils
  - Educational outing to the Sobell Sports Centre for bespoke Trampolining training sessions

Impact against objectives:

- a) To develop children's willingness to take part in PE and to build confidence.

As we are a pupil referral unit we have pupils starting at various times throughout the School year. This has meant using the Sports and PE grant to offer a wide range of activities to engage a pupil and help them overcome barriers such as disengagement and lack of confidence. Pupils are referred to the PRU due to ongoing SEMH and trauma in their lives. The Sports and PE Grant enables us to begin to break down the barriers and develop key development skills in building confidence and engaging them in positive activities which also supports them in their learning. (see Pupil A Case Study)

- b) To continue to develop a range of skills through various Sports activities

From the case study of Pupil B, it is illustrated how the Sports and PE Grant provided opportunities to develop their skills and lead to the pupil engaging in a sport club outside of the School. Without the development of skills within the School sports clubs this was not possible for this pupil. They have developed key skills in working as a team and how to act in a competitive scenario which were both very challenging for the pupil.

- c) To use the Sports Grant to meet pupils SEMH development

The Sports and PE Grant provides the School with the resources to provide a wide range of activities which we can use to engage our pupils. Pupils are individuals and we use the Grant to provide engaging activities based on a child's individual needs and wants. We build on these activities to introduce pupils to a wide range of sports and introduce and develop a range of skills and experiences.

Key to this is meeting a pupils SEMH development. Through the Grant we are able to develop a range of skills; build confidence, team building and behaviour. We use these activities to build on a pupil's individual targets and supporting them in achieving these. From the PIVATs assessment all pupils make progress and this is supported by the Grant. As can be seen in both the case studies pupils make progress in their SEMH development.

#### Case Studies demonstrating impact of outcomes

Pupil A wasn't able to access the sessions on a Thursday, due to his SEMH needs. He was disengaged and isolated on arrival. It was agreed to set a goal for Pupil A to be able to access after school club by the end of the year, and try to keep accessing it.

Pupil A did really want to come to after school club after hearing about how enjoyable the sessions were. He then worked very hard in his speak and language sessions with AP, and social skills in class to be able to access the sessions. Pupil A has now been coming to after school club and very much enjoying it. He has been a role model, his social skills are excellent and impacting on the other children, and his speech and language now run in line too. Pupil A now comes and I feel he has really benefited from the sessions. It's a time to use his new skills, and also I feel he is really flourishing in P.E. His hand eye co-ordination and his love for sport has really progressed which is fantastic.

The next step for Pupil A would maybe to get him into an after school sports session, and attend this regularly. We are working with him to identify a sport which is likely to be boxing or a form of self-defence.

Pupil B is a very fast runner, enjoys sports and I feel is very able to access most sports. I set a goal for Pupil B to not only to attend after school club but to also start to access a sports club out of school. Pupil B was very enthusiastic towards the idea. He maintained attendance at the after school club and doing well. What he has found challenging is the competitive side to games and his SEMH development.

Despite these challenges Pupil B has excelled in the club and and his sports skills. Pupil B's mum was anxious about him joining a sports club so I offered he to bring him along to one of the Arsenal in the Community sessions after school. Pupil B attended most of the time and has continued to develop his football skills as well as his SEMH development.

## Sports and PE Grant – 2016/2017 Objectives

- 1) To support pupil's Social, Emotional and Mental Health (SEMH) development
- 2) To continue to develop a range of activities for pupils
- 3) To improve staffs' knowledge and understanding of PE and its delivery

Objectives	Success criteria	Actions to be taken and by whom	Resources	Evidence	Review date	Evaluation of progress
1) To support pupils SEMH development	<p>Children are taking part and gain more confidence in Sports sessions.</p> <p>Increase in rewards points gained through activities</p> <p>Reduction in reported behaviour incidents</p>	<p>RSC, AP to monitor, check and meet regularly.</p> <p>RSC to plan a wide range of activities that are accessible by all along with coaching sports.</p>	<p>Range of sporting rewards</p> <p>Honorarium to LA staff</p>	<p>PIVATs assessment</p> <p>Case studies</p> <p>Pupil /parent /staff feedback</p>	21.12.16	
2) To continue to develop a range of activities for pupils	<p>Activity timetable planned and implemented</p> <p>Pupil survey undertaken as to Sports and PE activities pupils want to try</p> <p>Pupils engage with sporting activities out of school</p>	<p>RSC, AP to monitor, check and meet regularly.</p> <p>Identify a range of sporting and PE activities children enjoy</p> <p>Direct pupils and their parents to external clubs and sessions outside of school.</p>	<p>Letter and timetable to parents</p> <p>Information packs</p> <p>Honorarium to staff</p>	<p>Timetable of activities</p> <p>Case studies</p> <p>Pupil/parent feedback</p>	21.12.16	
3) To improve staffs' knowledge and understanding of PE and its delivery	<p>Increase in quality Sport and PE activities at break times and golden time.</p> <p>CPD roled out to staff</p> <p>Lead LA undertakes CPD</p>	<p>RSC, AP to monitor, check and meet regularly</p> <p>CPD identified to undertake</p> <p>Gaps analysis undertaken and CPD provided to meet gaps</p>	<p>Cost of training</p> <p>Backfill LA post to plan and roll out CPD session to staff</p>	<p>Gaps needs analysis</p> <p>CPD Programme</p> <p>Staff evaluation and feedback</p>	21.12.16	