

## Review of Sport Funding 2018/2019

At Park Junior School, we identified the following areas to allocate the sport funding.

| Key Indicator   | Impact   |
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| <p><b>Key Indicator 1</b><br/><b>The engagement of all pupils in regular physical activity</b></p> <p>Fund PE and sporting specialists to teach PE so that each pupil gets at least 2 hours of taught PE a week, in addition to extra sporting and fitness programmes</p> <p>Fund swimming to ensure all disadvantaged pupils (including those in receipt of PP and those who do not qualify) can meet the end of KS2 requirements for swimming in the National Curriculum.</p> <p>Develop the Sports Council programme so that the Y5-6s can run PE and sporting sessions at lunch and break times</p> <p>Work with Play Rangers to provide lunchtime activities once a week.</p> <p>Friday Daily mile to encourage all pupils to take part and increase their Physical activity</p> | <p>Expert PE staff member taught all children. He formed a good bond with the children which meant more children were attending the extra-curricular clubs that he provided after school and at lunch times.</p> <p>By Y6 all children had received swimming lessons with 86% (30 children out of 35) being successful at swimming at least 25m; 80% (28 children) using a variety of strokes and 80% (28 children) being able to perform safe self-rescue.</p> <p>We had Active play leaders in throughout this year. They worked with the school council and attended meetings and then worked with them for half an hour after lunch on a Tuesday to work on activities that they could run during the lunchtimes. They then worked with them to do this during Tuesday lunchtimes.</p> <p><i>“At the beginning there were several children who kept asking to play football. As the weeks continued we saw them embracing different games and activities.”</i></p> <p><i>Simon (Activity Play Leader)</i></p> <p>This will continue next September.</p> <p>This has happened every Friday before school with some children taking part. This will continue next year with more incentives to encourage the children to take part more.</p> |

| Key Indicator  | Impact  |
|--|---|
| <p><b>Key Indicator 3: increased knowledge, confidence and skills of all staff in teaching PE and sport</b></p> <p>Upskill all staff to deliver high quality sport and activities to improve progress and achievement across the school.</p> | <p>NL carried out staff CPD on the multi skills approach of REAL PE in September. All staff reported feeling more confident in teaching multi-skills.</p>   |
| Key Indicator  | Impact  |
| <p><b>Key Indicator 5: increased participation in competitive sport</b></p> <p>To continue to introduce a wide range of competitive sports identified from the Stroud Sports partnership activities</p>                                      | <p>Children participated in inter-schools competitions in football Y3/Y4 and Y5/Y6 and Y5/Y6 netball; rugby Y3/Y4 and Y5/Y6.</p> <p>As a school we took part in the District Sports – running, throwing and jumping events.</p> <p>During the summer term we held various sports day events. One morning each year group had a series of 12 activities to take part in to earn points for their team. The lower school morning was run by the year 6 children. Visitors to the school that day commented on how well they thought the year 6's did.</p> <p>The following afternoon the competitive track events were held for the parents to watch where children also earned points for their team. The winning team was announced after this event.</p> <p>We also held a staff v children rounders match during a lunchtime. The children who attended the upper school rounders club were able to play for the children team, most of the school watched and the profile of sport for all was raised.</p> |

