



## **Prince Albert School Sports Premium Report**

In the academic year, 2018-2019 Prince Albert school will receive £ 21,640 in Sports Premium funding provided by the government. Sports Premium funding has now been extended and the Government have committed to funding for the Primary PE and Sport Premium to 2020.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that the premium should be used to:

- Develop or add to the PE and sport activities that school already offers
- Make improvements now that will benefit pupils joining the school in future years

Funding can be used to:

- Hire qualified sports coaches to work with teachers
- Provide existing staff with training or resources to help them teach PE and sport more effectively
- Introduce new sports or activities and encourage more pupils to take up sport
- Support and involve the least active children by running or extending school sports clubs, breakfast and lunchtime clubs.
- Run sport competitions
- Increase pupils' participation in the [School Games](#)
- Run sports activities with other schools

The government's vision is that all pupils leaving primary school are physically literate with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport



To achieve self-sustaining improvement in the quality of PE and sport in primary school's indicators of such improvement would include:

- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

In light of the above, our PE and Sports provision has been reviewed. An audit of PE and Sport was carried out to ascertain specific areas of focus. For example, CPD support and after school activities with regards to inclusion and targeting children who are not currently participating in after school activities. The attached document outlines our use of the PE and Sport Premium and the impact of our most recent actions.

Our aim is to continue to develop our outstanding physical education and school sport offer for all children in order to achieve the above objectives.

This report will focus on strategies for further improvement in P.E.S.S.P.A. This is a live document and will be updated throughout the academic year. The report will be finalised in July 2019 including a full review of the academic year 2018-2019.

### **Swimming and water safety**

In line with the new conditions to publish pupils' swimming data we will carry out a full pupil swimming audit during this academic year and publish results in the table subsequently. Currently Year 3 (64 pupils) and Year 4 (64 pupils) swim for a total of 18 weeks at a local pool funded fully by Heathfield Primary School. In order to monitor pupil progress, swimming data is collated at the beginning and end of each swimming period. Staff have access to ASA swimming schemes of work and are supported by teachers at the pool. Where possible we will seek additional swimming opportunities in the summer term for pupils who are unable to meet national curriculum requirements.

**Academic Year 2018-2019**

**KP1: Engaging pupils in regular physical activity- kick- starting healthy active lifestyles.**

School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To develop/source a PESSPA scheme of work to engage all pupils into a healthy, sporty and active lifestyle.	<ul style="list-style-type: none"> <li>- Source new schemes that meet the schools needs and ambitions.</li> <li>- Trail shortlisted schemes.</li> <li>- Pilot scheme with selected year groups in the summer term.</li> <li>- Deliver staff training in readiness to roll out next academic year 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers and Pupils to have a better understanding of the benefits of a healthy active lifestyle.</li> <li>- Increase staff knowledge of a health based PE curriculum.</li> <li>- Meeting curriculum outcomes in PESSPA</li> <li>- Regular pupil assessments being undertaken.</li> <li>- Pupils and teachers feeling more engaged in PESSPA</li> </ul> <p>Evidence Pupil feedback Staff feedback Observations</p>	<p>New scheme sourced and piloted in Years 2 and 4, positive feedback from teaching staff, coaches and pupils.</p> <p>New scheme of work meets the new national curriculum requirements with a health based focus and units of work will be more suited to the teaching environment.</p> <p>GetSet4PE resource sourced for 12 months to support PE next academic year 2019/20.</p>
To narrow the gap between the least engaged and most engaged pupils across the school by ensuring that OSHL provision caters for holistic child wellbeing development.	<ul style="list-style-type: none"> <li>- Ensure that we increase suitable provision for SEND pupils during the mid-day break.</li> <li>- Provide opportunities for children to attend clubs during the mid-day breaks and OSHL</li> </ul>	<ul style="list-style-type: none"> <li>- Increased levels of Physical Activity across the school.</li> <li>- Increased number of clubs attended.</li> <li>- Increased number of inactive children participating in physical activity and clubs.</li> </ul> <p>Evidence Registers of attendance Timetables P.E.S.S.P.A Trackers</p>	<p>1 Sports Coach, 2 Sports Apprentices and 2 Play workers and extra lunchtime continued to deliver activities during 2018-19. OSHL tracker have been updated frequently. 32 clubs were available throughout 2018-19 free of charge for pupils to attend. On average 144 pupils attended club on a termly basis, providing a total of 545 free places for pupils in OSHL throughout the year.</p> <p>Playground zones were launched during lunchtime to increase the number of inactive pupils participating in physical education. Para Sport lunchtime and after school clubs delivered by Sports Staff and</p>

			Sports Leaders with a Special Olympics focus week. 267 KS2 pupils were inactive with any OSHL provision in the Autumn term by the Summer term we had reduced this number by 33 to 234.
Enhance leadership opportunities available to pupils through Sports Leadership	Source accredited sports leadership program. Deliver Play Makers Award to pupils in Years 5 and 6. Organise sport leaders group - Ensure pupils are involved in lunchtime activities, school competitions, school games day organising and running of after school events.	Increased provision in physical activity for pupils in KS1 during lunchtimes. To improve confidence, leadership skills and promote British values across the school.  Evidence Pupils accredited via certificate once award is completed. Learning journals completed throughout the training programmes Registers of attendance Timetables P.E.S.S.P.A trackers	Through sports leader programmes we were able to train 20 Year 5 pupils through Sports Leaders UK Play Makers Award, 18 pupils successfully completed the award. The group have been provided with weekly leadership opportunities to pupils throughout this year. They have lead on SEND school competitions, afterschool sports clubs, school sports days and lunchtime provision. Leadership opportunities will continue to be a focus for next and built upon with a Sports Leadership mentor programme.

**KP2: Raising the profile of P.E and School Sport.**

School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To achieve the Silver School Games Award	<p><b>Increasing Engagement in School Games</b></p> <ul style="list-style-type: none"> <li>• Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this.</li> <li>• Engage at least 50% of in extracurricular sporting and physical activity every week.</li> </ul> <p>Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year.</p>	<ul style="list-style-type: none"> <li>- Promoting Participation in sporting activity</li> <li>- Promoting Competition – pupils having access to different sports and competitions.</li> <li>- Workforce - pupils are involved in leadership activities alongside taking part in competitions.</li> <li>- Clubs - creating local links with clubs or establishments from the area.</li> </ul> <p>Evidence Registers of attendance Timetables P.E.S.S.P.A Trackers Meeting minutes School Games audit</p>	<p>Bronze award achieved. 100% of pupils took part including EYFS in Level 1 competitions during whole school sports days and lunchtime competitions.</p> <p>All pupils have access to two hours of physical activity timetabled through PE.</p> <p>Focus weeks took place during Special Olympic s focus week, FIFA woman’s world cup and the cricket world cup. Throughout the year, 31 level 2 and 18 level 1 competitions took place. In total over 600 places were provided to pupils in competitive school sport.</p>

	<p>Have a School Sport Organising Committee or Crew in place that influences provision</p>		<p>Pupils took part in Basketball, Boccia, Football, Handball, Tennis, Golf, Athletics, Dodgeball and Cricket. Application submitted for the school games award. Through sports leader programmes we were able to train 28 pupils in years 5 and 6 through Sports Leaders UK Play Makers Award, 20 pupils successfully completed the award. Due to this being below the silver award percentage we will be capped at a bronze award. The group have been provided with weekly leadership opportunities to pupils throughout this year. They have lead on SEND school competitions, after school sports clubs and lunchtime provision. We have had external coaches supporting teachers deliver the Chance to shine programme resulting in bridging a club link with Handsworth Cricket Club. Holford Drive Tennis club supported our teachers deliver a tennis master class to over 120 pupils in years 1&amp;2.</p>
<p><b>KP3: Increasing confidence, knowledge and skills of all staff in teaching P.E and Sport.</b></p>			
School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
<p>Ensure that 100% of NQTS receive subject specific professional development.</p>	<p>100% NQTS to receive personalised CPD teaching and planning support. This will be done through effective use of PACT specialists and external providers.</p>	<ul style="list-style-type: none"> <li>- Attendance at external courses and internal training opportunities.</li> <li>- Feedback sheets from staff and development plans</li> <li>- -Staff P.E audit and learning overview tracker.</li> <li>- Staff CPD Tracker</li> </ul>	<p>100% of NQTS received 1-1 development. Following the development 100% of staff felt their subject knowledge had improved and 100% of staff felt more confident in their ability to teach P.E.</p> <p>This was achieved by utilising the Trusts Leader for Sport (in house P.E specialists) and also effective collaboration with</p>

			external coaches in the following disciplines: Cricket and Tennis.
Develop and upskill the Sport Coaches, Play workers and Sports Apprentices with the delivery of the Sports Leaders UK Playmakers award.	<ul style="list-style-type: none"> <li>- To create sustainability, improve quality with the delivery and support to pupils undertaking Sport Leadership training.</li> <li>- To create high quality sports leaders.</li> <li>- Improve staff confidence when delivering training.</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance at external courses and internal training opportunities.</li> <li>- Feedback sheets from staff and development plans</li> <li>- -Staff P.E audit and learning overview tracker.</li> <li>- Staff CPD Tracker</li> </ul>	100% of the sports team received professional development. This was achieved by utilising the Trusts Leaders for Sport and Pastoral and Safeguarding and also effective collaboration with external partnerships in the following disciplines: Cricket, Football and Tennis.

**KP4: Offering a broad experience of a range of sports and activities offered to pupils.**

School focus	Key actions to achieve	Evidence and Impact	Actual Impact – End of year review
To enhance our Inclusive sport provision.	<ul style="list-style-type: none"> <li>- Establish termly PACT inclusive Sport Festivals with a focus on the least engaged and SEND pupils</li> <li>- Invest in inclusive and adaptive sporting equipment.</li> <li>- Continue partnerships with Birmingham City University to deliver the events</li> <li>- Establish greater partnerships with local disability sport providers.</li> </ul>	<ul style="list-style-type: none"> <li>- -OSHL and sport competition trackers</li> <li>- Increased participation of SEND pupils</li> <li>- SEND pupils utilising exit routes and pathways</li> </ul>	The PACT Inclusion Festival was launched in the Autumn term, this was supported by Birmingham City University (BCU) and hosted at the City campus. The PACT Inclusion/SEND festivals have been successfully delivered Sports Hall Athletics (SHA), Boccia and a Special Olympics focus week with over 20 SEND pupils in attendance. New resources have supported this delivery and enabled training, new clubs and new lunchtime activities as a result. All sports day events were designed to be inclusive for all pupils to access and compete. Pupil and staff feedback was very positive.
Build capacity in attending sporting events and trips to sporting establishments.	Identify events that will inspire key targeted groups: Girls, SEND and less active pupils.	-Pupil attendance and feedback from high profile events.	10 pupils had the opportunity to attend a trip to The BBL finals at the NIA Birmingham in the autumn term, this linked in with our Basketball focus with the Y6

	<ul style="list-style-type: none"> <li>- Increase in participation numbers in PESSPA with in targeted groups.</li> </ul>		<p>basketball team competing at the Level 2 school games event.</p> <p>The girls football team attended the PACT football girls league where they got to meet and engage with some of the AVFC ladies team.</p>
Utilise OSLH (Sports Clubs) as a vehicle for promoting alternate sports and activities.	Ensure variety of inclusive and engaging sporting clubs are on offer.	<ul style="list-style-type: none"> <li>-Wide variety of sports and social clubs on offer</li> <li>- Frequent competitions taking place in sports clubs</li> </ul>	During 2018-18 we on average 143 pupils participating in out of school hours' provision. During the year we have introduced youth clubs a no sporting engagement programme bridging the gap for inactive pupils into sports clubs. Whilst. Following a successful special Olympics focus week and SEND focused programme we had over 318 pupils taking part in inclusive physical activity, 10 of whom were invited to compete in the PACT Inclusive Festival.
Introduce Learn to ride, Bikeability L1 for KS2 pupils and Ready Set Ride (RSR) to KS1 pupils along with community initiatives to engage in health and wellbeing activities.	Develop a cycling plan to promote engagement of learning to cycling, apply to become a Bikeability accredited provider and Source and engage in local and national partners to support delivery and application. Source and purchase Balance Bikes to support the delivery of RSR to pupils in EYFS and KS1	<ul style="list-style-type: none"> <li>- Increased engagement in physical activity through cycling.</li> <li>- Intervention opportunities for pupils identified as Learn To Rider (LTR) or non-riders. LTR delivery and Bikeability L1 to all pupils in years 5 and 6.</li> <li>- Partnership engagement with The Active Wellbeing Society (TAWS) to source/loan bikes and instructors.</li> <li>- Bikeability to support the process of registering to become a registered scheme provider.</li> </ul>	<ul style="list-style-type: none"> <li>- During the summer term 126 pupils in years 5 and 6 were successful with completing either the Bikeability level 1 or LTR.</li> <li>- Years 3 and 4 LTR and Bikeability have been succoured for September 2019in partnership with TAWS.</li> <li>- RSR taster sessions were delivered during National school sports week to EYFS and KS1. New storage has been purchased along with 15 balance bikes helmets in readiness for 2019-20.</li> </ul>
<b>KP5: Increased participation in competitive school sport</b>			
School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review

<p>Increase the number of pupils participating in Level 1 and Level 2 games</p>	<p>Increase the number of Level 1 and Level 2 sporting competitions available Trail sport education as a vehicle for engaging more pupils in competitive school sport.</p>	<p>% of pupil participating in school games utilising school trackers School Games Mark. - Gold school games mark expected Pupil and staff feedback</p>	<p>Again 100% of pupils have participated in level 1 competitions at Prince Albert such as Football, cricket, Boccia, Tennis and School Sports Days. Competition tracker have been updated regularly by the sports team. 268 competitive opportunities have been taken up in level 1 and 2 competitions in 2018-19. Pupils had the opportunity to compete at level 2 competitions such as: Basketball, Handball, Athletics, Dodgeball, Boccia, Cricket, Football, Tri Golf, and Tennis. Prince Albert had a very successful boys football campaign reaching the Finals of the BPSFA George Waterfall Cup, winning the Boys PACT football league and regional APSFA league. 32 clubs were available throughout 2018-2019 free of charge for pupils to attend. On average 143 pupils attended club on a termly basis, providing a total of 453 free places for pupils in OSHL throughout the year. On average 25% of children are engaged in OSHL each term, up 7% from 2017.</p>
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**Swimming and water safety**

<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:</p>
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?</p>	<p>7%</p>

<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>7%</p>
<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>7%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Addition swimming provision is being provided to Yr4 to help raise standard.</p>
<p><b><u>Swimming summary statement</u></b></p> <p>This academic year Prince Albert School took 96 Year 3 pupils and 95 Year 4 pupils swimming for a period of 8-6 weeks. At the end of the swimming period of year 3 and 52% of year 4 group were able to swim 0-5m, of year 3 and 32% of year 4 could swim 5-10m, of year 3 and 9% of year 4 were able to swim 11-24m and of year 3 and 7% of year 4 could swim over 25m proficiently. Next year we will to continue to facilitate swimming for years 3 and 4 as we look to increase the number of pupils able to swim proficiently and perform safe self-rescue in different water-based situations. In particular we want to ensure that our number of pupils in the non-swimmers category decreases.</p>	