



Heathfield School Sports Premium Report

In the academic year, 2018-2019 Heathfield Primary school will receive £ 19,610 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



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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 (95 pupils) and Year 4 (95 pupils) swim for a total of 12 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. Heathfield have made great progress with the support from Perry Beeches swimming pool, we have seen a 21% increase with the number of pupils leaving school being able to swim 25 meters or more.



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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
<p>Introduce Active Maths across whole school</p> <p>All staff took part in the CPD in Maths of the day to support all staff in increasing levels of physical activity during lessons to achieve the 30 minute guidelines.</p>	<ul style="list-style-type: none"> - Whole School approach - Training has been given to all staff to support with the delivery and resources readily available. 	<ul style="list-style-type: none"> - Increased levels of physical activity during Numeracy. - Children are enthusiastic about their learning whilst being active. - Especially Times Tables. 	
<p>Enhance leadership opportunities available to pupils through Sports Leadership</p>	<p>Source accredited sports leadership program. Deliver Play Makers Award to pupils in Years 5 and 6.</p> <p>Organise sport leaders group - Ensure pupils are involved in lunchtime activities, school competitions, school games day organising and running of after school events.</p>	<p>Increased provision in physical activity for pupils in KS1 during lunchtimes. To improve confidence, leadership skills and promote British values across the school.</p> <p>Evidence Pupils accredited via certificate once award is completed. Learning journals completed throughout the training programmes Registers of attendance Timetables</p> <ul style="list-style-type: none"> - P.E.S.S.P.A trackers 	<p>Through sports leader programmes we were able to train 20 pupils in years 5 and 6 through Sports Leaders UK Play Makers Award, 18 pupils successfully completed the award.</p> <p>The group have been provided with weekly leadership opportunities to pupils throughout this year. They have lead on SEND school competitions, afterschool sports clubs and lunchtime provision. Leadership opportunities will continue to be a focus for next and built upon with a Sports Leadership mentor programme.</p>
<p>To narrow the gap between the least engaged and most engaged pupils across the school by ensuring that OSHL provision caters for</p>	<ul style="list-style-type: none"> - Ensure that we increase suitable provision for SEND pupils during the mid-day break. 	<ul style="list-style-type: none"> - Increased levels of Physical Activity across the school. - Increased number of clubs attended. - Increased number of inactive children participating in physical activity and clubs. 	<p>1 Sports Coach, 1 Assistant Sports Coach and 1 Sports Apprentices delived activities during 2018-19. OSHL tracker have been updated frequently. 21 clubs were available throughout 2018-19 free of charge for pupils to attend. On</p>



holistic child wellbeing development.	- Provide opportunities for children to attend clubs during the mid-day breaks and OSHL	Evidence Registers of attendance Timetables P.E.S.S.P.A Trackers	average 81 pupils attended club on a termly basis, providing a total of 285 free places for pupils in OSHL throughout the year. During the year we delivered a bespoke girls engagement programme linking in in with the PACT Aston League, The Little Miss Hits Tennis Programme, The FIFA Women's World Cup.
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KP2: Raising the profile of P.E and School Sport.

School focus	Key actions to achieve	Evidence	Actual Impact – End of year review
To achieve the Silver School Games Award	<p>Increasing Engagement in School Games</p> <ul style="list-style-type: none"> • 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. • Engage at least 50% of in extracurricular sporting and physical activity every week. <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> <p>Have a School Sport Organising Committee or Crew in place that influences provision</p>	<ul style="list-style-type: none"> - Promoting Participation in sporting activity - Promoting Competition – pupils having access to different sports and competitions. - Workforce - pupils are involved in leadership activities alongside taking part in competitions. - Clubs - creating local links with clubs or establishments from the area. <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 and OSLH (Sports Club's). 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. 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 26 pupils in years 5 and 6 through Sports Leaders UK Play</p>

			<p>Makers Award, 18 pupils successfully completed the award. Due to this being below the silver award percentage we will be capped at a bronze award.</p> <p>The group have been provided with weekly leadership opportunities to pupils throughout this year. They have lead on SEND school competitions, afterschool 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&2.</p>
<p>Offer Sports Choices to pupils for positive behaviour in line with school games values.</p>	<ul style="list-style-type: none"> - Ensure that children are rewarded for positive behaviour and participation in P.E.S.SP.A. 	<ul style="list-style-type: none"> - Regular SLT and teacher updates via weekly department email. - Effective utilisation of celebration posters across the school. - Incentive awards given out in relation to P.E.S.S.P.A prizes awarded will be sports options to promote participation outside of school. 	<p>Pupils were rewarded and recognised for making positive contribution to PESSPA using the school games values.</p> <p>Weekly emails have been sent out to all teaching staff including SLT, celebration certificates and sports choices have been introduced.</p> <p>Pupils who had taken part in the Chance to Shine cricket programme were given the opportunity to meet some of the South African Cricket squad at Edgbaston. They also received tours of the stadium and attended a special coaching master class which took place at Edgbaston.</p>
<p>KP3: Increasing confidence, knowledge and skills of all staff in teaching P.E and Sport.</p>			
School focus	Key actions to achieve	Evidence	Actual Impact – End of year review



<p>Ensure that 100% of NQTS receive subject specific professional development.</p>	<ul style="list-style-type: none"> - 100% NQTS to receive personalised CPD teaching and planning support. This will be done through effective use of PACT specialists and external providers. 	<ul style="list-style-type: none"> - Attendance at external courses and internal training opportunities. - Feedback sheets from staff and development plans - Staff P.E audit and learning overview tracker. - Staff CPD Tracker - 	<p>80% 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 external coaches in the following disciplines: Cricket, swimming and Tennis.</p>
<p>Deliver targeted twilight sessions following the feedback from staff audit</p>	<ul style="list-style-type: none"> - Improve staff confidence and competence with subject focus following staff audit. 	<ul style="list-style-type: none"> - Improved staff confidence in 2019 PESSPA staff audit. - Staff feedback - SLT learning walks and observations. 	<p>All teaching and inclusion support staff attended an Inclusive PE and School Sport twilight workshop delivered by This was achieved by utilising the Trusts Leader for Sport (in house P.E specialists). 100% of staff feedback felt their subject knowledge had improved and 100% of staff felt more confident in their ability to engage all pupils in P.E.</p>
<p>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.</p>	<p>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</p>	<ul style="list-style-type: none"> - Increased engagement in physical activity through cycling. - 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. - Partnership engagement with The Active Wellbeing Society (TAWs) to source/loan bikes and instructors. <p>Bikeability to support the process of registering to become a registered scheme provider.</p>	<ul style="list-style-type: none"> - During the summer term 63 pupils in years 5 and 6 were successful with completing either the Bikeability level 1 or LTR. - Years 3 and 4 LTR and Bikeability have been successful for September 2019 in partnership with TAWs. - RSR has been delivered to all pupils in Reception and KS1 afterschool activities. With 12 pupils in attendance. Taster sessions were delivered during

			School sports week to EYFS and KS1. RSR will be incorporated into the PE time table for EYFS and KS1 in 2019-20.
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"> - To create sustainability, improve quality with the delivery and support to pupils undertaking Sport Leadership training. - To create high quality sports leaders. - Improve staff confidence when delivering training. 	<ul style="list-style-type: none"> - Attendance at external courses and internal training opportunities. - Feedback sheets from staff and development plans - Staff P.E audit and learning overview tracker. - Staff CPD Tracker 	100% of the sports team and LTS 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	Actual Impact – End of year review
To enhance our Inclusive sport provision.	<ul style="list-style-type: none"> - Establish termly PACT inclusive Sport Festivals with a focus on the least engaged and SEND pupils - Invest in inclusive and adaptive sporting equipment. - Continue partnerships with Birmingham City University to deliver the events - Establish greater partnerships with local disability sport providers. 	<ul style="list-style-type: none"> - OSHL and sport competition trackers - Increased participation of SEND pupils <p>SEND pupils utilising exit routes and pathways</p>	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 14 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.
To enhance OAA opportunities across school	<ul style="list-style-type: none"> - Apply for external funding to support with the training of school-based staff to deliver OAA based activities. - Work collaboratively with Teaching and Learning staff to initiate a Heathfield Forest School. 		
Build capacity in attending sporting events and trips to sporting establishments.	<p>Identify events that will inspire key targeted groups: Girls, SEND and less active pupils.</p> <p>Increase in participation numbers in PESSPA with in targeted groups.</p>	-Pupil attendance and feedback from high profile events.	<p>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 basketball team competing at the Level 2 school games event.</p> <p>Through our partnership with Warwickshire County Cricket development programme, 15 very lucky pupils go to spend the afternoon with the South African Cricket squad at Edgbaston. They also received tours of the stadium and attended a special coaching master class which took place at Edgbaston.</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>
KP5: Increased participation in competitive school sport			
School focus	Key actions to achieve	Evidence	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>100% 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 Heathfield such as Football, cricket, Boccia, Tennis and School Sports Days. Competition tracker have been updated regularly by the sports team. 51 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. Heathfield had a very successful Yr5 cricket campaign reaching the county finals of the WCC chance to shine competition. We also fielded teams in the Girls and Boys Aston PACT league and the APSFA calendar. 32 clubs were available throughout 2018-2019 free of charge for pupils to attend. On average 81 pupils attended club on a termly basis, providing a total of 356 free places for pupils in OSHL throughout the year. On average 23% of children are engaged in OSHL each term.</p>
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Swimming and water safety

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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?	32%
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?	32%
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?	32%
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?	Additional swimming provision for Yr4 to raise standard.
<p><u>Swimming summary statement</u></p> <p>This academic year Heathfield School has made great progress in swimming, we have taken 62 Year 3 pupils and 64 Year 4 pupils swimming for a period of 19 weeks. At the end of the swimming period of 27% of year 4 group were able to swim 0-5m, 33% of year 4 could swim 5-10m, 8% of year 4 were able to swim 11-24m 32% 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, this is up by 21% from last year and we want to make progress with pupils being able to 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>	



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