**Sports Premium Funding 2019-2020 Report**

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| **Total sports funding for the year. £ 21,310** | | |
| **Intent:** | **Implementation:** | **Impact** |
| To promote physical education throughout school, embedding knowledge and skills and giving children time to rehearse taught skills. | * Having two fully qualified Blackburn Rovers Football Club Primary School coaches every lunchtime immersing children in different sports. | * Key stage two children acquired new skills during lunch times. |
| To give all children regardless of race, gender or ability experiences in different sport. | * More children interested in sports during lunch times. |
| To promote a lifelong love of sport, exercise and healthy living. | * More children being active during lunch times. |
|  | * Children with emotional or behavioural difficulties targeted and kept engaged, supporting them control their emotions and behaviours. |
|  | * Children having more time to practice gross motor skills. |
| * Cost: £ 13,370 | | |
| **Intent** | **Implementation** | **Impact** |
| To improve knowledge and understanding theory of healthy living and improve physical skills.  To raise the ability and outcome of our children in year 5. | Children in year 5 will access a move and learn course provided by Blackburn Rovers Coaches. The children will have 6 hours of theory and 6 hours of practical learning. | * Children in year 5 given high quality theory and practical sessions. Children interested and engaged in lesson. Children have a higher awareness of the importance of healthy living. |
| Cost: £ this is included in the cost of Blackburn rover’s coaches. | | |
| **Intent** | **Implementation** | **Impact** |
| Ensuring appropriate challenges are given to all children irrespective of their ability, experience or circumstance. | * To purchase new equipment so all lessons are well resourced. * Provide staff CPD on equipment use for our SEND children how to set appropriate challenges for all pupils. | * EYFS children have developmental equipment to support their learning. * Children have equipment for break times to practice their skills. |
| * To provide staff CPD on the STEP differentiation. * Provide CPD – setting appropriate challenges for all regardless of ability. | * Staff all aware of the importance of the fundamental movement skills and how to develop them in lessons. Staff are able to assess the children’s stage of FMS and understand how to teach for progression. * Staff can differentiate lessons to support and challenge pupils of all abilities using STEP. |
| * Continue to audit and buy more resources, building on our SEND resources – larger surface area, lighter, textured etc. | * SEN children have more resources to help them access lessons. * All equipment is now organised in the PE cupboard for teachers to resource their lessons for all abilities. |
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| Cost: £ 1168,58 | | |
| **Intent** | **Implementation** | **Impact.** |
| To build our interest in extracurricular clubs | * Continue to join in with the Darwen Schools sporting competitions, games and opportunities. | * Children had access to a number of sporting clubs and competitions that they would not have had without DPSSA membership. * Interest in sports grew. * More children accessing clubs than previous year. |
| * Cost: £ 505.89 | | |
| * Total spent-£15,043,87 | | |

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| Key achievements to date until July 2020 | Areas for further development and baseline evidence of need |
| More sporting extra-curricular clubs on offer for children  More children attending extra-curricular clubs than in previous years  Teachers have more in depth understanding of assessing the fundamental movement skills and how to plan activities to promote progression  Children at all levels being challenged appropriately  OFSTED fed back that PE was well led and a strength of the school  PE is well resourced for all abilities, especially for those who have delayed hand/eye co-ordination  All safety measures are in place and equipment has been serviced  Sports day has become a huge success and is the most attended event of the year by our parents. | Track progress of fundamental movement skills by completing EYFS baseline  Continue to be part of the DPPSA competitions when able  Continue to celebrate sporting achievements when possible  Consider how to adapt PE and sport in Covid-19 times  Consider how the PE abilities of KS! And EYFS children can be improved when employing external coaches  Continue developing the subject into outstanding  Consider how many children are more inactive than last year due to Covid-19 and what can school do about it  Lead CPD - creating more active children, improving stamina/ resilience.  Train Welfare Staff in leading and facilitating sports and team games  Plan and develop a schools competition without mixing bubbles to continue the love of sport e.g. each class to complete their own sports day in bubbles and collate results over ‘Zoom’. |