



## St. James Sports Premium Impact Study 2021/22



Key Objectives	Actions/Intended Outcomes	Impact
<p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p>	<p>Top up swimming lessons for Year 5 children. This cohort have had reduced hours in the water due to Covid-19 restrictions and lock downs. Therefore, additional swimming lessons have been arranged.</p> <p>To encourage children to participate in after school clubs we will contribute a set amount of money aside to reduce the cost of after school sports clubs.</p> <p>To increase the activity levels of children by using fitness trackers whilst in school. Work focused around the importance of a healthy, active lifestyle. (Also linked to PSHE). The activity trackers last year were a huge success but burdensome for staff. Therefore, we will invest in Moki bands for the entire KS2 population. Bands are worn by the children in school and track steps and minutes of moderate to vigorous physical activity (MVPA). The app generates reports that can be sent to parents and can send live data to our school website. This will also create competitiveness within the class and across year groups. (10 X Moki Reader; 200 X Small Band; 70 X Large Band; <a href="https://moki.health/cart">https://moki.health/cart</a>)</p>	<p>Additional swimming lessons enabled the current Year 5 cohort to have 6 and a half hours of extra swimming tuition which is in addition to the national curriculum entitlement.</p> <p>After school clubs had a fantastic uptake, with most clubs being at full capacity. Club activities/sports were adapted to meet the desires of the children and encouraged attendance.</p> <p>KS2 children have been able to track their own physical activity levels daily by using the MOKI band scanner. They have been able to receive daily feedback on their step count and MVPA levels. Children and classes with the highest totals have received certificates in Celebration Assemblies.</p> <p>Data highlights that 16% of boys and only 9% of girls managed 30+ average minutes of daily MVPA. It also shows that Thursday are days where least activity occurs. This is something to consider going into next year.</p>
<p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Increase the activity levels of children by using fitness trackers whilst in school. Work focused around the importance of a healthy, active lifestyle. (Also linked to PSHE).</p> <p>Increase the activity of children during lunch times by providing structures PE sessions involving competition and a range of 'normal' sports and new 'unusual' sports.</p> <p>To develop and instil the importance of physical activity, resources will be purchased to flood EYFS outside areas to encourage movement and development of basic sports skills such as hand-eye coordination and spatial awareness etc. The equipment will be to develop children's thirst for physical activity, trying to develop a love for sport.</p>	<p>The bands enabled children the opportunity to see their daily step count and to compare this against their peers. This encouraged healthy, active lifestyles by children being aware of their step count and actively trying to be more mobile and increase it.</p> <p>The sports coach was utilised at lunch times by running sports games including football, basketball, dodgeball and various other mini games.</p> <p>Additional resources purchased are utilised daily out in EYFS areas. Children are participating in a range of games and sports motions developing their Fundamental Movement Skills.</p>

	<p>To increase the physical activity taking place at break and lunch times, equipment will be purchased that can be kept for each class/area. This equipment will not only encourage physical activity but will also develop skills.</p>	<p>With Covid restrictions still enforced at the beginning of this year, pupils were still kept in their bubbles and each bubble had a sports bag filled with resources to be utilised during outdoor play. This has been used so frequently that some has been damaged and needs replacing.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Sports coach to be used in Reception on a Friday morning to upskill teaching staff in the delivery of PE.</p> <p>Sports coach to team teach on a Friday afternoon so that staff are continuing to develop their CPD in PE delivery and assessment.</p>	<p>Teachers have had the opportunity to work closely with the sports coach in delivering PE lessons this year. This has led to team teaching and professional conversations occurring, developing the teacher's delivery and assessment of PE.</p> <p>The sports coach has worked with teachers in delivering sports that are taught in PE lessons and in understanding new sports and their delivery, eg Tchoukball and New Age Curling. This has developed their confidence in delivering PE and enabled professional conversations to occur around assessment and PE.</p>
<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>The Sports Coach will be used to team teach during Friday afternoon additional PE lessons and will be at hand to help teachers deliver unfamiliar sports. Children will experience a range of unfamiliar sports that are not the 'normal' sports – archery, tri-golf, indoor curling etc.</p> <p>Last year we purchased equipment for these unusual sports but more will be needed to roll out higher capacity usage. (Archery and N.A.Curling)</p> <p>Purchase equipment to enable new sports to be played by children in school. (Tchoukball)</p>	<p>The sports coach has impacted the delivery of PE by upskilling teacher's ability to deliver PE lessons and assess the children. Teachers have had the opportunity to work closely with the sports coach in delivering Tchoukball, and various other new sports, followed by discussions around how to develop children further and assessment.</p> <p>New equipment has been utilised in lessons and after school clubs to ensure more children can take part at the same time.</p> <p>Tchoukball was chosen as it is a sport that is extremely inclusive. This has ensured maximal uptake and will be delivered again next year. Eventually, it will become entwined into our regular PE delivery.</p>
<p>Increased participation in competitive sport</p>	<p>After school clubs will be partly funded to encourage participation. These clubs will improve skills but also have competitive games.</p> <p>Lunch time sports sessions coached by our sports coach will allow children the chance to participate in moderate to vigorous physical activity (MVPA) in a competitive game.</p> <p>Using the fitness trackers purchased above, children will be in competition with each other to see who can walk/move the most each day, week, month and half term. This will also be compared to the</p>	<p>After school clubs are mostly at capacity. Where they are not, this is due to children withdrawing and there being insufficient time to fill their space.</p> <p>Figures currently show that 7% more boys take part in MVPA. Going forward, the lunchtime sports offered will need to be analysed and chosen to purposefully increase engagement – particularly in girls.</p> <p>MOKI fitness trackers have been utilised this year and children are aware of their fitness levels through the daily (can be more regular) feedback from scanning their bands. They receive real time step counts and how active they have been. These</p>

other year groups. The group with the most activity tracked will have an additional PE session. A leader board will be created within school. A live link will be added to our website to show the number of steps taken and the average minutes of moderate to vigorous physical activity (MVPA).

figures are combined with their class to create an in-school competition.

A leader board has not been created, nor has a live link been added to our website. This is something that may be looked at next year.

## Swimming

<b>Meeting the national curriculum requirements for swimming and water safety</b>	<b>% of Y6</b>
Swim competently, confidently and proficiently over a distance of at least 25 metres	25% (22 children)
Uses a range of strokes effectively	25% (22 children)
Perform safe self-rescue in different water based situations	38% (34 children)