

Sports premium strategy statement – Kensington Primary School 2016-17

1. Summary information		Review - December 16 , April 2017, Summer 2017			
Academic Year	2016-17	Total SP budget	£9990	Date of most recent S P Review	July'16
Total number of pupils	567	Number of pupils eligible for PP	124	Date for next internal review of this strategy	July17

2. Barriers to future attainment (for pupils eligible for SP)	
In-school barriers (<i>issues to be overcome in school, such as poor oral language skills</i>)	
A.	Inactive lifestyle due to lack of understanding and motivation.
B.	Lack of opportunities to take part in sporting activities in/out of school.
C.	Poor fine and gross motor skills and low self-esteem across the school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and lateness issues.

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Staff identified and support offered to improve confidence in the delivery of high quality PE lessons to support learning and enable children to achieve set targets in reading (90%), writing (90%) and maths (90%).	Effective PE sessions are being delivered Children enjoy and achieve Children are on target at reviews/PPMs.
B.	Increased participation (90% by July 17) in 'competitive' sport both 'Inter' and 'Intra' School.	30% of children taking part in competitions by the end of Autumn term 60% by the end of Spring term and 100% by the end of Summer Term.
C.	Increased opportunities for our disadvantaged and SEN pupils to participate fully in PE lessons (100%), opportunities for at least 60 % PP and 30 % SEN children to attend the extra-curricular activities including clubs.	Audit and order new resources considering the needs of less able / SEND. Liaise with Moji to ensure the participation of PP 60% and SEND 30% children are part of the clubs.
D.	Engage families further in family weeks, sporting/clubs activities and provide more places and a range of activities/clubs to the disadvantaged children with low attendance and lateness issues.	Increased number of parents/carers taking part in family weeks, sporting events. Provide football and other sporting activity clubs before school to improve lateness issues.

4. Planned expenditure				
i. Quality of teaching for all (Staff and CPD)				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review ?
<p>Staff identified and support offered to improve confidence in the delivery of high quality PE lessons.</p> <p>Improve children's concentration to support learning and enable them to achieve set targets in reading (90%), writing (90%) and maths (90%).</p>	<p>Subscribe to the Cumberland School Sport Partnership, hire London City Sports Coaches and train and support Sunny H.</p> <ol style="list-style-type: none"> 1. JR to identify the needs/next steps and discuss ideas with SH and Earnest. 2. Sunny H and Coach Earnest to liaise with the teachers and support the delivery of effective PE sessions across the school 3. EYFS/KS1 to focus on acquiring and developing skills 4. KS2 using and applying skills. (Summer term) 5. Lynne Harwood to lead and support the delivery of gymnastics sessions. Identify children who lose focus in the afternoons because of their lack of physical fitness and track impact/progress (Autumn – Summer). 	<ol style="list-style-type: none"> 1. learning walk, appraisal, CPD 2. PE sessions, planning folders 3. PE sessions, planning folders 4. PE sessions, planning folders, competitions. 5. PE sessions, planning folders, meeting with Lynne 6. Incerts, observation and questionnaire 	JR and SH	<p>1-5. Termly</p> <p>6. Autumn and Summer term</p>
<p>Team teaching to develop teacher's confidence and skills to deliver effective PE sessions including Gymnastics. Teaching is 100% good and 50% outstanding across the curriculum.</p>	<ol style="list-style-type: none"> 1. JR to devise a support timetable (according to the needs of the teachers) for SH, Earnest and LH. 2. JR/DH to monitor (through learning walks) the quality of the lessons focusing on skills, engagement, use of resources/adults, behaviour and H&S. 	<ol style="list-style-type: none"> 1. PE timetable/Support plan 2. Learning walks, evidence trail 	JR, SH and DH	Termly

Autumn - The effect of the expenditure on eligible and other pupils

PE lessons were focused on developing & acquiring skills in EYFS/KS1 and using & applying in KS2.
 SH and Sports City coaches team teaching with children and as a result teachers have been using a range of equipment during lessons and children are more engaged, enjoy and achieve.
 Sna (Y1) “ I like PE, it is fun”
 Fn (Y2)= “Games are interesting and I enjoy it. I always take part in PE”.

A selection of the PP/least active children was surveyed (with the help of class teacher) to identify their concentration levels. Data is as follows;

1. Appear tired after lunch = 50% Yes, 38%=Sometimes, 13%=No
2. Can concentrate independently= 13%= < 5mins, 63% 5-10mins, 13%= more than 10mins
3. Needs reminding to complete task= 25%=Always, 50%=Mostly, 25%=Sometimes, 0%=Never.
4. Needs to be prompted to active listening during teacher input= 13%=Always, 50%=Mostly, 38%=Sometimes, 0%=Never
5. How focused S/He seems at on a scale of 1-10 (10= very focused),
 @1pm= 3=13%, 4=25%, 5=25%, 6=25%, 7=13%
 @2pm= 2=13%, 4=38%, 5=50%
 @3pm=1=13%, 3=38%, 4=50%

Most PP/least active children are now attending at least one after -school sports clubs. They will be surveyed at the end of Spring and Summer term to track improvements in their concentrations and academic progress.

Year 2 teachers were given a chance to team teach

Spring - The effect of the expenditure on eligible and other pupils

SH + Sports City coaches, SSCO and specialist dance teacher from Cumberland Partnerships have been supporting our PE sessions and team teaching. As a result, all children are now are taking part in our PE sessions regularly and vast majority of children are on track to achieve their targets in all subjects.

The same PP/least active children were surveyed again at the end of Spring term (with the help of class teacher) to identify their concentration levels. Data is as follows;

Appear tired after lunch.

	Yes	Sometimes	No
Autumn	50%	38%	13%
Spring	0%	43%	57%

Can concentrate independently

	Less than 5 mins	5 – 10 mins	More than 10 mins
Autumn	13%	63%	13%
Spring	0%	86%	14%

Needs reminding to complete task

	Always	Mostly	sometimes	Never
Autumn	25%	50%	25%	0%
Spring	0%	14%	71%	14%

Summer - The effect of the expenditure on eligible and other pupils

Due to regular participation and quality PE sessions, a vast majority of children from Reception to Year 6 were able to achieve their end of year targets in reading, writing and maths (see INCERTS).

The same PP/least active children were surveyed again at the end of Summer term (with the help of class teacher) to identify their concentration levels. Data is as follows;

Appear tired after lunch.

	Yes	Sometimes	No
Autumn	50%	38%	13%
Spring	0%	43%	57%
Summer	0%	0%	100%

Can concentrate independently

	Less than 5 mins	5 – 10 mins	More than 10 mins
Autumn	13%	63%	13%
Spring	0%	86%	14%
Summer	0%	17%	83%

gymnastics with a qualified coach from Cumberland and as result now they feel more confident to include a range of equipment when teaching PE/Gymnastics. Teaching is 96% good with 39% outstanding.

Needs to be prompted to active listening during teacher input

	Always	Mostly	sometimes	Never
Autumn	13%	50%	38%	0%
Spring	0%	43%	57%	0%

How focused s/he seems at on a scale of 1-10 (10 = very focused),

At 1pm

	1	2	3	4	5	6	7	8	9	10
Aut			13%	25%	25%	25%	13%			
Spr			14%		29%	14%	43%			

At 2pm

	1	2	3	4	5	6	7
Aut		13%		38%	50%		
Spr			14%		14%	43%	29%

At 3pm

Needs reminding to complete task

	Always	Mostly	sometimes	Never
Autumn	25%	50%	25%	0%
Spring	0%	14%	71%	14%
Summer	17%	17%		66%

Needs to be prompted to active listening during teacher input

	Always	Mostly	sometimes	Never
Autumn	13%	50%	38%	0%
Spring	0%	43%	57%	0%
Summer			83%	17%

How focused s/he seems at on a scale of 1-10 (10 = very focused),

At 1pm

	1	2	3	4	5	6	7	8	9	10
Aut			13%	25%	25%	25%	13%			
Spr			14%		29%	14%	43%			
Sum					34%			50%	16%	

	1	2	3	4	5	6	7
Aut	13%		38%	50%			
Spr			14%		43%	14%	14%

Y2 and Y5 teachers worked with Dance specialist teacher from Cumberland Partnerships. They started the sessions with team teaching and moved on teaching independently. Most children were able to use different body parts effectively to create their own dance sequences.

Teaching is 100% good with 63% outstanding (HT report spring 2017)

At 2pm

	1	2	3	4	5	6	7	8	9	10
A u t		13%		38%	50%					
S p r			14%		14%	43%	29%			
S u m					16%		34%	50%		

At 3pm

	1	2	3	4	5	6	7	8	9	10
Aut		13%		38%	50%					
Spr			14%		14%	43%	29%			
Sum					16%	34%	34%	16%		

Y2 and Y5 teachers worked with Dance specialist teacher from Cumberland Partnerships. They started the sessions with team teaching and moved on teaching independently. Most children were able to use different body parts effectively to create their own dance sequences.

Teaching is 100% good with 63% outstanding (HT report spring 2017)

ii. Targeted support (PE & Sports)

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review ?
<p>Increased participation (100% by July 17) in 'competitive' sport both 'Inter' and 'Intra' School.</p>	<p>1.SH to lead and JR to support and provide SH with the list of competitions and ideas. Contact Curwen, Ranelagh, and Cumberland Partnership and organise events.</p> <p>2.Train the sports Leaders, to run structured play/lunch time activities and facilitate intra schools competition including Dance Mat competition.</p> <p>3.Liaise with Simone Laidlow, Anne-Mari White and Lynne Harwood to discuss increased participation in inter-school competition.</p>	<p>1. Competitions organised by Kensington/Curwen/Ranelagh, Sports Mark Award, improved partnerships.</p> <p>2. Multi-skills competition for EYFS/KS1in in Spring Term and for KS2 in Summer Term, pupil voice.</p> <p>3. Participation in competition and receiving awards/medals/certificates/ trophies.</p>	SH, JR	Termly
<p>Increased opportunities for disadvantaged and SEN pupils to participate fully in PE lessons (100%), opportunities provided for at least 60 % PP and 30 % SEN children to attend the extra-curricular activities including clubs.</p>	<p>1.JR, SH, Earnest to review the MTP, suggest ideas for differentiation and challenge.</p> <p>2.A range of before/lunchtime/after school clubs are in place on a daily basis and all the children from EYFS to Y6 given the opportunity to take part in the clubs (include the list in the newsletter)</p> <p>3. Least active, disadvantaged, PP and SEND children are motivated and included in the sporting clubs to promote healthy lifestyle. (24 out of 57 chn 42% and 83 out of 127 chn 65% attended at least one after-school clubs in Autumn term)</p> <p>4. Promote swimming outside of school. Most of Year 4 pupils to be able to swim 25 metres unaided. SEND (HNF) children to attend swimming lessons at Eastham leisure Centre.</p>	<p>1.MT plans are used effectively followed and adapted</p> <p>2. A range of before, lunchtime and after-school clubs are running on a regular basis and are open to all the children.</p> <p>3. Club register to ensure the participation of the targeted children and liaise with the teachers to identify any other children needed support.</p> <p>4. Mentioned children are taking part in swimming lessons on a regular basis.</p>	JR, SH	Termly

Impact - The effect of the expenditure on eligible and other pupils	Impact - The effect of the expenditure on eligible and other pupils	Impact- The effect of the expenditure on eligible and other pupils
<p>PE lead ME decided to resign from the position to focus on her class. This left us in a challenging position to maintain the quality of our PE sessions. For this reason, we have been focusing on internal PE including PE sessions, CPD and resources. As well as, SH is new to the role and needs some time to develop skills and confidence to manage the area and we have already discussed and planned to attend sporting competition in Spring Term). Children in Y5 participated in an intra-school Athletics competition organised by Cumberland Partnerships. This raised pupils' motivation and confidence. Many children in Y5 showing interest to join our after-school sports clubs and vast majority of children in Y5 are on track to achieve their set targets. It also helped the targeted groups including boys e.g. Ur (Y5) said, "It was great because we got to compete against other people and everyone was trying their best to win" and disadvantaged children e.g. Mza (Y5), "The competition was fun and we improved our sporting skills. It motivated me to take part in sports more often".</p> <p>100% of our SEND children have been taking part in lessons and an extra sensory circuit activities session (four times a week). As a result, they are showing interest in joining after-school clubs.</p> <p>From our current information 64 % of children (367 out of 575) attended at least 1 after school club each week. Of this, 65 % of pupil premium children (83 out of 127) attended at least 1 after school club each week compared to 50 % (287 out of 575) of non-pupil premium children. 42% of SEND (24 out of 57) children attend at least 1 after school club each week with 1:1 support provided for those children who require it.</p>	<p>Our Year 5 and 6 children participated in a Tri-golf competition and won the competition against other schools in Newham. All players received a gold medal and a certificate that raised their self-esteem and are now helping other children during play/lunchtime and PE sessions. Am (Y6) " I feel proud and we are the champions". Um (Y5) " I was so excited when I got the gold medal"</p> <p>Also, children from Year 3 & 4 and Y5&6 participated in a dance competition and managed to qualify to the final rounds. Ser (Y5) " I really enjoyed it. Can we participate again please?" Raf (Y5) " I was upset for not winning but happy that we participated."</p> <p>All children in KS1 participated in an intra-school multi-skills competition supported by Cumberland Partnerships and facilitated by our sports leaders.</p> <p>Overall, 55% of our children (KS1 and KS2) children took part in at least in one inter/intra school sporting competition.</p> <p>100% of our SEND children have been taking part in lessons and an extra sensory circuit activities session (four times a week). As a result, they are showing interest in joining after-school clubs.</p> <p>From our current information 66% of children (387 out of 585) attended at least one after school club each week. Of this, 70% of pupil premium children (87 out of 124) attended at least one after school club each week compared to 51% (300 out of 385) of non-pupil premium children. 43% of SEND (26 out of 60) children attended at least one after school club each week with 1:1 support provided for those children who needed.</p>	<p>100% children from Nursery to Y6 took part in 'competitive' sport in 'Inter' and 'Intra' school.</p> <p>Yr 5 & 6 children participated again in the Newham top 10 team competition and secured the 1st place and were selected to represent Newham in School Games organised by London Youth Games on Thursday 6th July at Crystal Palace. They performed really well and secured 10th place out of 30 Boroughs (two level up from last year).</p> <p>Lai " It was just like a mini Olympics and I really, really enjoyed it." Um " It was very fun and challenging as the other teams were good at chipping too."</p> <p>All children from Nursery to Y6 took part in our sports days' competition on Monday 17th (EYFS & KS1) and Tuesday 18th (KS2). They had the opportunity to use and apply their skills which they acquired and developed during their PE sessions. The sprinters from each year groups were awarded with gold, silver and bronze medals. For EYFS & KS1 competition Shelley claimed the spirit cup and Milton became the champions (2017) . For KS1 competition Shelley claimed the spirit cup as well as became the champions (2017). FT (YR) " I enjoyed the sports day it was fun, my mum was there too". Raf (Y2H) "I tried my best and came 2nd and got a silver medal." Mo (Y2) "I was so happy when I won the gold medal." Ro (Y4) "It was so nice and so lovely. I enjoyed every activity" Gan (Y5) "Throwing Javelin was tricky but I won the race."</p> <p>From our current information 58% of children (339 out of 581) attended at least one after school club each week. Of this, 59% of pupil premium children (71 out of 120) attended at least one after school club each week compared to 58% (268 out of 461) of non-pupil premium children. 41% of SEND (24 out of 58) children attended at least one after school club each week with 1:1 support provided for those children who needed.</p>

iii. Other approaches (working together/supporting community and parents/carers)

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review?
<p>Engage families more in sporting/clubs activities and provide more places and a range of activities/clubs to the disadvantaged children with low attendance and lateness issues. 40+ children attending Breakfast Club regularly. 100+ parents/carers attending key sporting/community events.</p>	<p>1. Engage parents in choosing clubs 2. Increase participation of parents/carers (100+) attending sporting events e.g. sports days, sports relief day, intra school competition.</p>	<p>1.questionnaire for summer term clubs 2. Increased number of parents attending events, parental feedback, improved attendance and reduction in lateness issues.</p>	<p>JR, SA</p>	<p>Termly</p>
<p>Impact Autumn</p>	<p>Impact Spring</p>	<p>Impact Summer</p>		
<p>100+ parents attended our Christmas performances, book week, phonics classes, stay & play (EYFS), assemblies (Y1-Guru Nanak, Y2 Diwali), parent Gym. As a result, children are happier and making good progress in RWM. Autumn 2 data shows that vast majority of children from YR to Y6 made expected progress in RWM. Also, Autumn 2 phonics data shows that a vast majority of children in Y1 are on track to pass their phonics test. We have developed strong relationships with parents. (75% of parents strongly agree and 25% agree that their children are happy at Kensington- sources- OFSTED parent view results).</p>	<p>A growing number of parents have been taking part in a range of our school's events. These include, Maths classes = 62 Reading café = 71 Easter assembly = 20 Writing names in Nursery = 30 <u>Parent Gym = 10</u> Total = 193 As a result, a better understanding & communications is in place and parents are helping children with their learning and Maths work. Internal data shows that a vast majority of children have made good progress in all areas including Maths. 99% parents either agree or strongly agree with their child makes good progress, with 65% strongly agreeing. OFSTED parent view results reflects that 65% of parents strongly agree, 34% agree and 1% disagree with the statement, " My child makes good</p>	<p>Increased number of parents participated in different events. These include, Y5 Eid assembly = 30 Sports days (both days) = 110 Summer Fair = 120 Y6 leavers' assembly = 40 Reception graduation = 60 Parent Gym = 12 <hr/>Total= =372 Our internal Summer data shows that vast a majority of children achieved their end of year targets in reading, writing and maths. 100% parents either agree or strongly agree with their child being happy at Kensington, with 75% strongly agreeing. 25 children attended breakfast club regularly in summer term. The number was increased during SATs week to 40+ When it was offered free of charge.</p>		

5. Additional detail

There are a number of areas that we will focus and develop using the sports premium in 2016-17. These include,

- Providing support and CPD opportunities for all teaching and support staff during PE sessions using specialist coaches
- Delivering consistently high quality PE provision
- Increasing participation in extra-curricular activities and sport opportunities
- Promoting sports and healthy lifestyle across the school and the community
- Motivating and involving least active children to take part in sporting activities
- Providing a range of before, during and after school clubs to raise children's confidence, independence and resilience.
- Developing networking with local sporting organisations and participate in a range of intra and inter-school competitions.