



## Highfield School Sports Premium Report

In the academic year, 2018 - 2019 Highfield Junior and Infant School will receive £23,330 in Sports Premium funding provided by the government. The primary objective of the funding is to enhance the existing P.E.S.S.P.A (Physical Education, School Sport and Physical Activity) provision that Highfield School already offers. We aim to build capacity within school to ensure that improvements made now will benefit pupils and staff for many years to come. To meet these outcomes our funding will be used towards the employment of P.E specialists to work across the Prince Albert Community Trust.

The funding is expected to facilitate improvements against 5 key performance indicators:

- 1 - Engaging pupils in regular physical activity – kick starting healthy active lifestyles.
- 2 - Raising the profile of P.E and school sport.
- 3 - Increasing confidence, knowledge and skills of all staff in teaching P.E and sport.
- 4 - Offering a broad experience of a range of sports and activities offered to pupils.
- 5 - Increased participation in competitive school sport

Following a self-review of P.E and school sport provision we have identified key priorities for the academic year of 2018 - 2019 against the 5 expected outcomes. This report will focus on strategies to further improvement in the existing provision of P.E.S.S.P.A at Highfield School. This is a live document and will be updated throughout the academic year. We will publish this academic year's final outcomes in July 2019.

Sport Premium Achievements

Key Actions to date.



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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>Ensure that pupils have a greater understanding of how to achieve a healthy lifestyle in KS1/2 by preparing pupils for a lifelong commitment to healthy eating and exercise.</p>	<p>Provide information for pupils and families with suggestions for healthy choice</p> <p>Ensure effective collaboration with other curriculum areas e.g. science, PSHE, DT to educate pupils on the benefits healthy lifestyle</p> <p>Ensuring effective use of the school website, social media and parent leaflets promoting and celebrating healthy choices and events.</p> <p>Whole School themed weeks</p>	<ul style="list-style-type: none"> <li>- An increase in engagement in P.E.S.S.P.A during the school day.</li> <li>- Promotional content on the school website, social media and parent leaflets.</li> <li>- Feedback from parents/guardians, children and staff.</li> <li>- Lesson plans, presentations, project plans of whole school themed weeks.</li> </ul>	<p>This academic year the whole school had two themed weeks where parents were invited to see the work the children had produced over the course of the week. The themed weeks were cross curricular and effective collaboration was evident in the planning and the running of the themed weeks. In the spring term Highfield School had a themed week linked with the Special Olympics. The children learnt about the athletes and the sports they compete in. During lunchtime the children had the opportunity to participate in activities that were competed in during the Special Olympics.</p> <p>In the summer term Highfield School had a themed week linked with Wimbledon. The children learnt about the prestigious event and British values. Throughout the week the children were able to play tennis in P.E, and OSHL activities with a parent pupil session on the Friday afternoon.</p> <p>National School Sports Week consisted of level 1 competitions being available for the children and our School Sports Days.</p> <p>All of the themed weeks were promoted via parent leaflets, letters, social media celebrating the events.</p>



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<p>To decrease the number of inactive children across school.</p>	<p>Identify the least active children through effective use of the OSHL trackers.</p> <p>Offer active clubs during the school day for those who have after school commitments.</p> <p>Ongoing monitoring through team meetings with sports coaches and apprentices.</p>	<ul style="list-style-type: none"> <li>- % increase in the amount of children participating in physical activity</li> <li>- Feedback from children</li> </ul>	<p>489 children were inactive in the autumn term. Through targeted lunchtime clubs 103 became active in the spring or summer term which is 21% increase in the amount children who were inactive now being active in OSHL provision. Targeted lunchtime clubs and level 1 competitions were organised for the least active children in the spring and summer term. Lunchtime clubs consisted of little miss hits. Through effective use of the schools OSHL trackers.</p> <p>Least active classes/year groups were given the opportunity to participate in clubs/competitions during lunchtime.</p>
<p>To ensure that the new playground installation is being accessed fully by pupils and staff.</p>	<p>Order new equipment so that new facilities can be accessed fully.</p> <p>Staff training where required on how to utilise the new resources.</p> <p>New playground provision map to be created and implemented.</p> <p>All new areas to be risk assessed and shared with all staff.</p>	<ul style="list-style-type: none"> <li>- % increase in the amount of children physically active during the school day</li> <li>- Evidence of children participating in activities and clubs during lunchtime e.g. registers and trackers</li> <li>- Feedback from children and families</li> <li>- Playground map being utilised.</li> <li>- Registers from staff training.</li> </ul>	<p>New equipment was purchased in autumn term so the new facilities on the playground can be used throughout the school day. The new playground equipment has enhanced the provision available to the pupils and more children are able to access different activities during lunchtime.</p> <p>New playground map has been issued to all lunchtime staff and staff are supervising zones during the lunchtime period. All lunchtime staff have had training on how to use the new facilities and activities explained thoroughly to them from Trust Sports Leader. Further training to take place next academic year.</p>



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			All new areas installed have been risk assessed and all staff have read and signed the risk assessment.
Investment in S.E.N.D resources to ensure further development in S.E.N.D provision across school.	<p>PACT inclusion festivals to take place termly in collaboration with Birmingham City University.</p> <p>Purchase new adapted resources for Highfield School.</p>	<ul style="list-style-type: none"> <li>- Equipment in place and being utilised</li> <li>- Competition tracker</li> <li>- PACT Inclusion Festivals</li> <li>- Lunchtime clubs</li> <li>- Feedback from children</li> </ul>	<p>3 PACT inclusive sports festivals have taken place this academic year.</p> <ul style="list-style-type: none"> <li>- Sports hall athletics took place at Birmingham City University in December with all 4 PACT schools in attendance.</li> <li>- A PACT Boccia event was organised at Prince Albert School in April. Highfield School took an A and a B team to this inclusive sports event.</li> <li>- A Dodgeball event was organised at Birchfield School in May. Highfield School took an A and a B team to this inclusive sports event.</li> <li>- Adapted resources have been purchased at Highfield School throughout the year e.g Boccia equipment.</li> </ul>

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

School focus	Key actions to achieve	Evidence	Actual Impact – End of year review
<p>To increase the content being produced on the school website, social media and school games website.</p> <p>Promote P.E.S.S.P.A with SLT and the wider school staff throughout the academic year</p>	<p>Ensure that all P.E.S.S.P.A events are being celebrated and shared on social media for the parents and wider community are aware of the success and achievements in P.E.S.S.P.A.</p> <p>Ensure SLT and the wider school are up to date with all of the P.E.S.S.P.A activities coming up in the next week through effective internal communication.</p>	<ul style="list-style-type: none"> <li>- Celebration assemblies</li> <li>- Regular SLT updates</li> <li>- Effective utilisation of school games board in school.</li> <li>- Match reports/updates on school twitter page and school websites.</li> <li>- Rewards and incentives provided throughout year</li> <li>- Weekly emails to SLT and wider school</li> <li>- Engagement in activities.</li> <li>- Briefing updates weekly</li> </ul>	<p>Weekly whole school sports updates are issued through internal and external communications to promote P.E.S.S.P.A. This includes frequent use of social media and website updates and wider school emails.</p> <p>Display boards have been updated frequently with sports updates, celebrations from the sporting activities throughout the year.</p> <p>Sporting events success and updates uploaded onto school social media platforms regularly.</p>



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<p>Carry out a whole school pupil P.E.S.S.P.A audit to identify pupil views and interests</p>	<p>Carry out full KS1 and KS2 P.E.S.S.P.A audit in the autumn term.</p>	<ul style="list-style-type: none"> <li>- Whole school taster days with local trusted providers</li> <li>- Promotion of local community links for children to attend OSHL.</li> </ul>	<p>Rewards and incentives have been awarded throughout the year during P.E lessons, participation in level 1 and 2 competitions, children showing good values in P.E.S.S.P.A. Sportsman and Sportswomen of the year award to be handed out in year 6 leavers assembly.</p> <p>P.E.S.S.P.A Audit was carried out in the autumn term 2018.</p> <p>Chance to shine cricket coaches have been delivering cricket sessions during the summer term to year 5 children for a period of 7 weeks.</p> <p>LTA taster days in partnership with Holford Drive Tennis Club were held in the summer term at Highfield School over the course of two days. Children took part in a range of tennis activities and were issued with a flyer for the community link with Holford Drive to attend tennis sessions during the weekend.</p> <p>District football letters were issued to our boys and girls football team to support the local Erdington and Saltley District Football Team.</p>
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**KP3: Increasing confidence, knowledge and skills of all staff in teaching P.E and Sport.**

School focus	Key actions to achieve	Evidence	Actual Impact – End of year review
<p>Provide subject specific bespoke professional development for staff</p>	<p>Over 80% teaching staff to receive personalised CPD and 100% NQTS.</p> <p>Seek and provide places for staff on subject specific courses externally.</p>	<ul style="list-style-type: none"> <li>- Staff CPD tracker</li> <li>- Attendance at external courses and internal training opportunities.</li> <li>- Feedback sheets from staff and development plans</li> <li>- Development plans completed for all members of staff.</li> <li>- Staff P.E audit to be sent out at the start of the academic year</li> </ul>	<p>100% of NQT's have received 1-1 subject specific CPD.</p> <p>11 members of staff have received CPD this academic year from subject lead.</p> <p>All members of EYFS staff have co-delivered taster sessions and parent workshop for 'Ready, Set, Ride' with subject lead.</p>



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			<p>Sports Coach and Sports apprentices have attended the LTA 'Little Miss Hits' training day in the Spring Term. Trust Leader for Sport and Year 5 teacher attended FA Primary Teachers Award at AVFC.</p> <p><b>IMPACT</b></p> <ul style="list-style-type: none"> <li>- 91% of teachers have reported an increase in their own confidence in their ability to teach P.E.</li> <li>- 91% of teachers have reported an increase in their ability to deliver a lesson ensuring all learners make progress</li> <li>- 91% of teachers have reported an increase in their ability to intervene and adapt during P.E.</li> <li>- 91% of teachers have reported an increase in their subject knowledge.</li> <li>- 91% of teachers have reported an increase in their ability to monitor and evaluate assessment.</li> <li>- 100% of teachers have reported an increase in their ability to maximise active learning time during P.E.</li> </ul>
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**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
Provision includes a variety of sports and activities, which encourage increased numbers of pupils to become involved.	<p>Purchase of new, enhanced sports equipment, which enables teachers / coaches to check pupils understanding, anticipate interventions and introduce differentiation.</p> <p>Develop opportunities for EYFS/KS1 pupils to participate in extracurricular activities.</p>	<ul style="list-style-type: none"> <li>- To provide some short programmes offering a wider range of sports to be considered for then providing longer extra-curricular programmes</li> <li>- Increase in opportunities for children to access to variety of sports and activities.</li> <li>- Lunchtime clubs to be launched to the children to encourage children to attend and get involved in physical activity during lunchtime.</li> </ul>	Little Miss Hits Tennis club launched in the spring term and a total of 32 girls in KS2 have attended the club during lunchtime on Thursdays. This club was targeting the less active children in year 5 throughout effective use of the club and competition trackers.



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<p>Staff trained in alternative P.E.S.S.P.A Activities</p> <p>Ready Set Ride programme for KS1 children.</p>	<p>Trust Sports Lead to model delivery of P.E.S.S.P.A to lunchtime staff</p> <p>Enhance opportunities for SEND children. Ensure 'non-traditional' activities are being offered across school.</p> <p>Purchase Balance Bikes for EYFS and KS1. Train key staff in delivering 'Ready, Set, Ride' programme and incorporate into the EYFS curriculum.</p>	<ul style="list-style-type: none"> <li>- Competition calendar facilitating SEND opportunities.</li> <li>- OSHL timetable with alternate opportunities</li> <li>- Pupil feedback</li> <li>- Pupil engagement</li> </ul>	<p>Balance Bikes have been used during lunchtime on the astro turf for the KS1 children to use.</p> <p>In the summer term Trust Sport Leader launched a Ready, Set Ride after school club in which 20 KS1 pupils attend. This academic year EYFS and KS1 children have had the opportunity to attend 15 OSHL clubs free of charge. The clubs consisted of Multi Sports, Arts and Crafts, Youth Club, Dance, Football, Cricket, Dodgeball and Ready, Set Ride.</p> <p>3 SEND Competitions have been organised this academic year at Highfield School. Sports hall athletics, Boccia and Dodgeball</p> <p>30 Balance Bikes and helmets were purchased in the spring term. This academic year all of the EYFS classes have received 'Ready, Set, Ride' taster sessions during their curriculum P.E lessons. 100% of EYFS children have received Balance Bike lessons during their P.E lessons.</p> <p>Trust Leader for Sport attended 'Ready, Set Ride' training through school sports partnerships this academic year. 4 members of teaching staff have received support and co delivered 'Ready, Set Ride' this academic year.</p> <p>Ready, Set, Ride Parent Workshop was delivered in the summer term. We had 45 parents in attendance supporting their child whilst accessing the free resources online.</p>
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<p>Playmaker award programme for KS2 children</p>	<ul style="list-style-type: none"> <li>- Launch the new playmaker award in the autumn term 2.2 to upper KS2 children.</li> <li>- Trust Sport Leader to support Sports Coach in delivery of course to the children</li> <li>- Children to complete leadership journal and attend lunchtime development sessions once a week.</li> </ul> <p>High profile sporting events attended and trips to sporting establishments</p>	<ul style="list-style-type: none"> <li>- Leadership journals complete over the course of the academic year.</li> <li>- Sports coach upskilled and able to deliver the Playmaker award and continue support the playmakers during the lunchtime period</li> <li>- Celebration of children completing the playmakers award</li> </ul> <p>- Pupil attendance and feedback from high profile events</p>	<p>16 years 5 and 6 children completed the play maker award during the autumn and spring term. Trust Leader for Sport co delivered the programme to the pupils on a Wednesday lunchtime. Trust Sport Leader upskilled the Sports Coach in which he is now able to deliver the award independently. The 16 children have been supporting during lunchtimes shadowing a lunchtime member of staff. The sports leaders have also helped run sports day activities in the summer term.</p> <p>10 of the play leaders were taken to the Arena Birmingham to watch the British Basketball League Women's and Men's finals day.</p>
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**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 competitions.</p> <p>Secure the increase in pupils participating in Level 2 competitions.</p>	<p>Increase the number of Level 1 and Level 2 sporting competitions available.</p> <ul style="list-style-type: none"> <li>- Host regular level 1 competitions during the lunchtime period.</li> <li>- Host level 2 competitions across the academy trust</li> </ul> <p>- Increased number of SEND level 1 and level 2 events.</p>	<ul style="list-style-type: none"> <li>- % of children participating in school games utilising school games tracker.</li> <li>- Evidence of the less active children participating in competitive school sport and amount of opportunities increased</li> <li>- Gold school games mark achieved in 2017 - 2018, aiming for the Gold school games award again this academic year.</li> <li>- Pupil and staff feedback.</li> </ul>	<p>This academic year 100% of children participated in level 1 competitions at Highfield such as Football, Handball, Table Tennis, Tennis, Dodgeball, Basketball and School Sports Days.</p> <p>Competition tracker is updated weekly after sporting events have been concluded. 106 KS2 pupils (22% this is a 2% increase from 2017-2018) had 390 opportunities to take part in level 2 competitions in 2018-2019. Pupils had the opportunity to compete at level 2 competitions such as: Athletics, Dodgeball, Boccia, Cricket, Football,</p>



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			<p>Tennis, Dance, Hockey, Sports Hall Athletics.</p> <p>5 level 2 competitions have taken place across the academy trust this academic year. The events consisted of Sports Hall Athletics, Boccia, Tennis, Dodgeball and Cricket</p> <p>3 level 2 SEND events took place this academic year which was the same amount as last academic year. This year we were able to send an A and a B team to the Boccia and Dodgeball event.</p> <p>School games award is being applied for week commencing 08/07/19</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 metres when they left your primary school at the end of last academic year?	Still waiting for summer terms post swimming assessment data to be completed 08/07/19
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?	Still waiting for summer terms post swimming assessment data to be completed 08/07/19
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?	Still waiting for summer terms post swimming assessment data to be completed 08/07/19



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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?

Yes/No

**Swimming summary statement**

In 2018 - 2019 Year 4 and 5 children will receive swimming lessons for a period of 19 weeks at a local pool funded fully by Highfield school. In order to monitor pupil progress, baseline data is collated at the beginning and end of each swimming period. Staff have access to STA swimming schemes of work and are supported by swimming coaches at the pool. Two members of PACT staff also support swimming teaching. Where possible we will seek additional swimming opportunities in the summer term for pupils who are unable to meet national curriculum requirements, currently liaising with King Edwards Edgbaston outreach project to try and facilitate extra swimming provision in the summer term. This academic year extra pool space has been acquired in order to enhance our existing swimming provision.



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