

# Schools Impact Report

September - February 19



Name of School	Woden Primary School						
School Engagement Data	Total number of pupils engaged	Total number of sessions	Number of attendees at Lunch-Time Intervention Club	Total Sessions (Lunch, PE, After-School, Additional)	Content Delivered	Teachers receiving CPD	Additional
	234 Pupils engaged	8 Hours a week 146 Sessions	Girls Football 25 Table tennis 20 Healthy Lifestyle 25	2 Lunchclub Interventions 4 PE lessons Mixed Boys and Girls Multi Skills Boys football afterschool club Table Tennis Afterschool Club	Lunch time Girls Football, Healthy Lifestyle. (Fit Club) and Tabel Tennis. PM PE teacher & mentoring CPD Boys and girls afterschool clubs.	8 Miss Purchase (Year 2) Miss Talbot (Year 2) Mr Darby (Year 6) Mrs Rush (Year 6) Miss Skidmore (Year 4) Miss Corns (Year 4) Miss Crump (Year 1) Miss Bloomfield (Year 1)	Assembly x 2  - Favourite books Assembly - Athletes Lifestyle

Pupil Engagement Data	Male	Female	BAME	Pupils with a disability
	132	102	205	9
Sport Premium Key Indicators	Key Indicator			
	<i>The engagement of pupils in regular physical activity</i>			
	Action		Evidence & Suggested Next Steps	
<ul style="list-style-type: none"> <li>For both year groups we have been aiming for atleast 70% of active engagement time.</li> <li>Providing all the group in both year groups the opportunity to engage within the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>146 sessions delivered. 15<sup>th</sup> February 2019</li> <li>146 Hours contact time during all activities delivered across lunchclub, PE and afterschool club.</li> <li>Post Questionnaire results show that 100% of children who participate in lunchtime intervention clubs would join a sports club outside of school hours.</li> <li>Pre Questionnaire shows that 20% of children could identify 3 of the five food groups.</li> <li>Post Questionnaire shows that 90% of children could identify the five food groups.</li> </ul> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Post Questionnaire results show that 100% of Year 2 can name five fundamentals movements skills, 100% of year 2 know how long to hold a balance for, 100% of children know the the three jumps focused on in gymnastics, 100% can identify two different rolls and 90% of children identified different shapes focused in PE.</li> <li>During the questionnaire children were asked- "What is a balance"? Year 2 answered "The ability is to stay up for 5 seconds". "The ability to stay up for 5 seconds and not fall." "It is the ability to stay still".</li> <li>Post Questionnaire results show that 100% of children in Year 6 can identify what two types of passes you can use in Tag Rugby.</li> <li>Post Questionnaire results show that 90% of children can give five rules in Tag Rugby.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Post Questionnaire results show that 100% of children can identify and show different speeds in dance using the gear method in a car. Results also show that 80% of children are now confident to lead their group in a routine.</li> <li>Post Questionnaire results show that 100% of children can show different levels when they are travelling/ stationary in Dance.</li> <li>Post Questionnaire results show that 100% of children can identify</li> </ul>		

		<p>what mirroring is and show in pairs and groups.</p> <ul style="list-style-type: none"> <li>• During the Questionnaire children were asked “what is mirroring”? Year 2 answered “when you can see a reflection or copy something”</li> <li>• Post Questionnaire results show that Year 6 were collectively able to show a routine of three Dances and show this for a Christmas Production.</li> <li>• 100% of Children were able to work in a group and perform in front of other children confidently.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Post Questionnaire results show that 100% of children can identify and show different speeds in dance using different animals. Results also show that 100% of children can work together to create different letters and words to lead their group in a routine.</li> <li>• Post Questionnaire results show that 100% of children can show different levels when they are travelling/ stationary in Dance.</li> <li>• Post Questionnaire results show that 90% of children can identify what mirroring is and show in pairs and groups.</li> <li>• Post Questionnaire results show that 100% of children can be creative in groups and individually to recreate different pictures and scenes. (Beach, Forest, Sea,)</li> <li>• Post Questionnaire results show that 100% of children can identify and show what mirroring is in Dance.</li> <li>• 100% of children can identify the 5 fundamentals when warming up.</li> </ul>
	<p>Key Indicator 2</p> <p><i>The profile of PE and sport being raised as a tool for whole school improvement</i></p>	
	<p>Action</p>	<p>Evidence &amp; Suggested Next Steps</p>
	<ul style="list-style-type: none"> <li>• Boys and girls school football team playing competitive fixtures against other school teams in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils given access to Wolverhampton Wanderers Foundation Soccer Schools &amp; Participation activities</li> <li>• Keystage 1 PE lesson delivered focusing physical and social aspect of the 4 corner model with these learnings being transferable into core curriculum lessons.</li> <li>• Keystage 2 PE lessons delivered focusing on the psychological and technical corner model with these learning also transferred in to the core curriculum lessons.</li> </ul>

- Children throughout the school created poems focusing on equality and diversity which is linked to Premier League Primary Stars.

Key Indicator 3

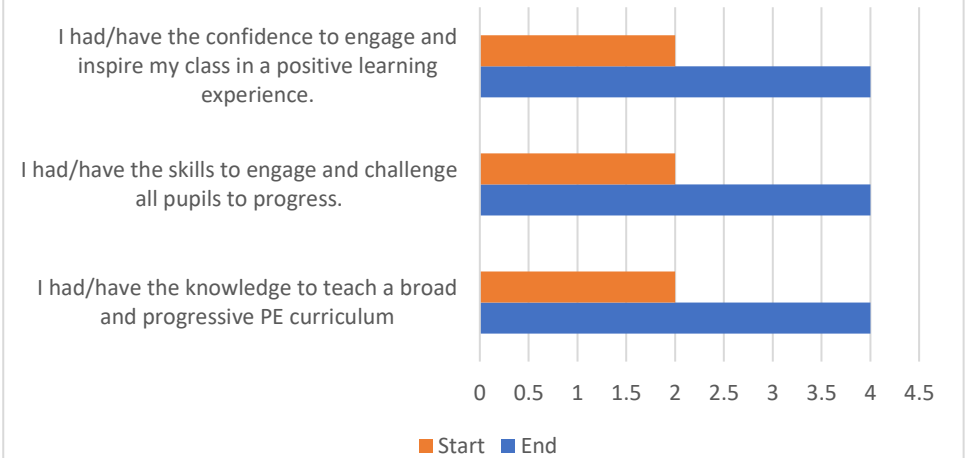
*Increased confidence, knowledge and skills of staff in teaching PE & School Sport*

Action

- The 8 teachers received 12 weeks of mentoring & CPD.
  - Sharing and co-completion of lesson plans and evaluations.
  - Offering of places on FA Primary Teacher Award.
  - Teachers feel more confident in delivering PE with gathering an indepth knowledge on differentiating lessons to their classes.

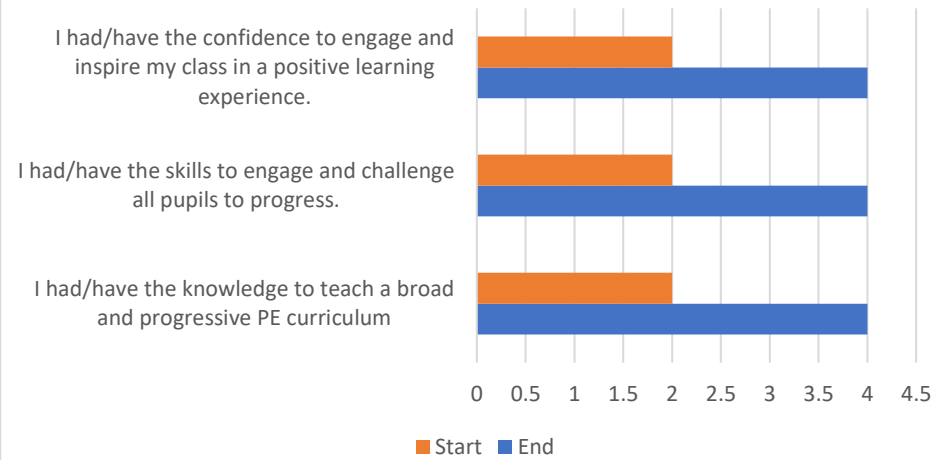
Evidence & Suggested Next Steps

Miss Purchase CPD & Mentoring Result



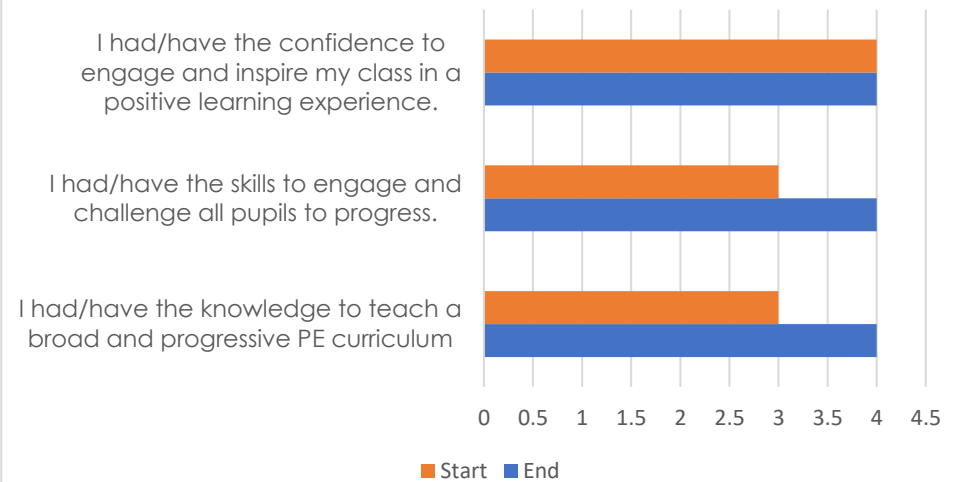
Dance & Gymnastics

### Miss Talbot CPD & Mentoring Result



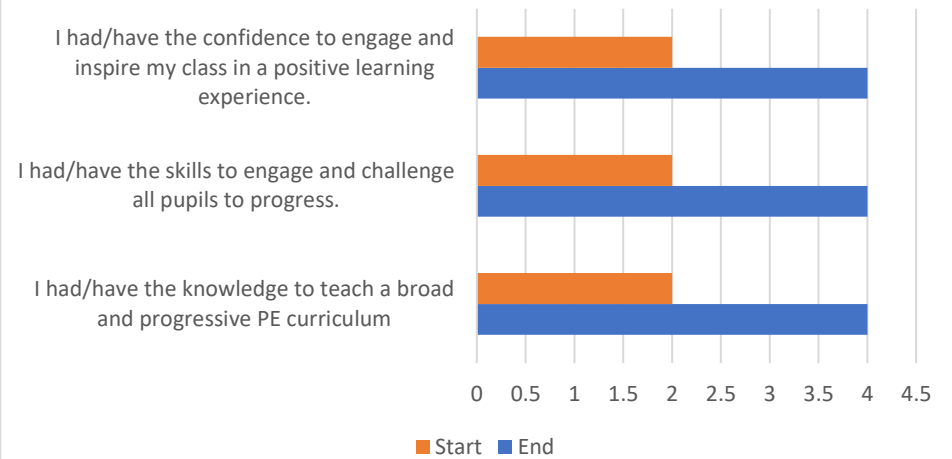
### Dance & Gymnastics

### Mr Darby CPD & Mentoring Result



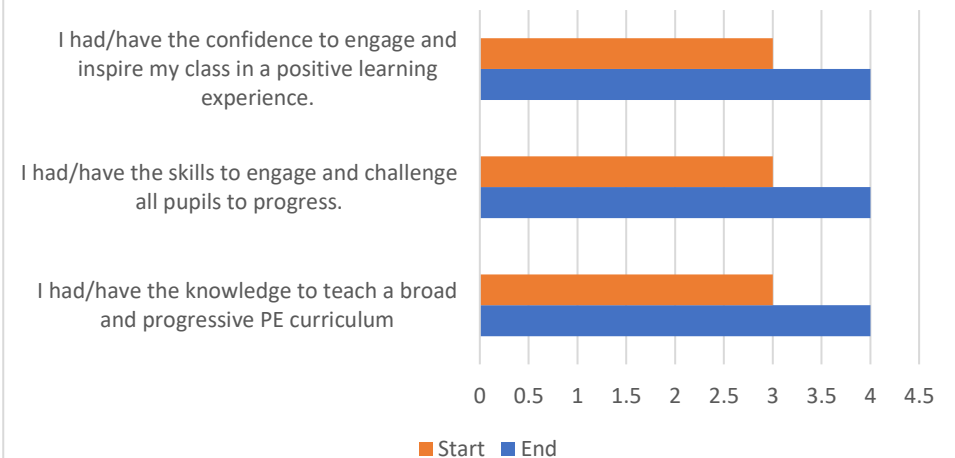
## Tag Rugby & Dance

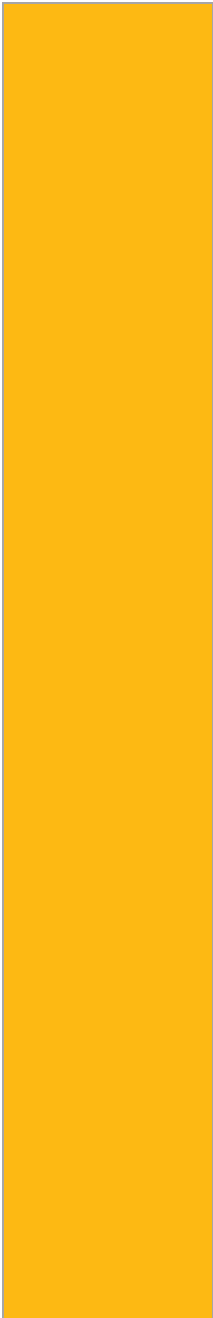
### Mrs Rush CPD & Mentoring Result



## Tag Rugby

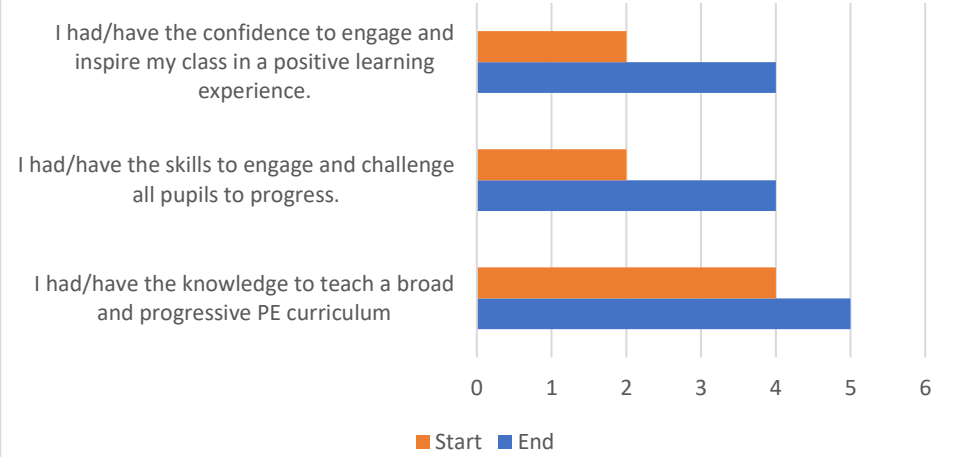
### Mrs Rush CPD & Mentoring Result





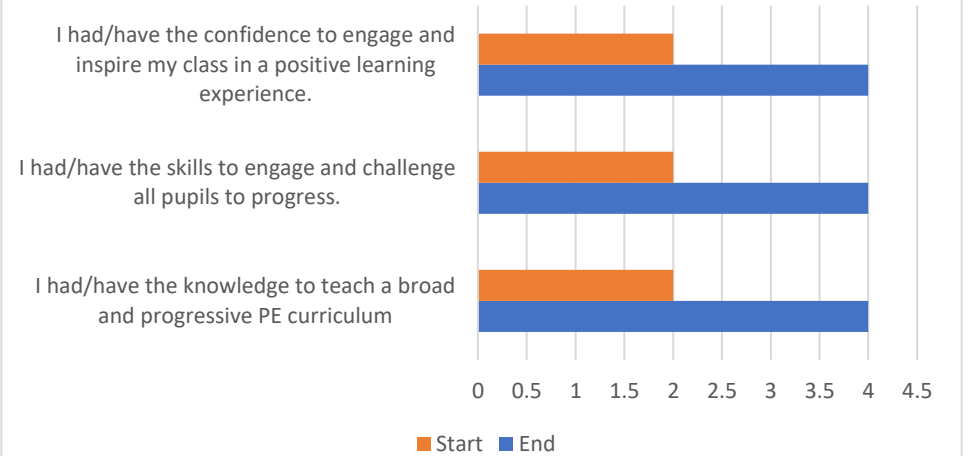
Dance

### Miss Skidmore CPD & Mentoring Result

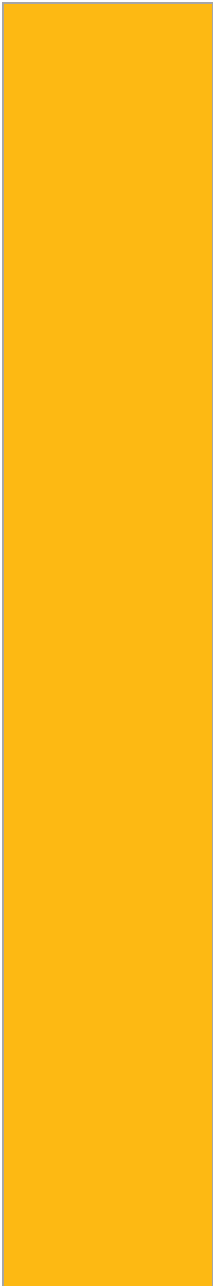


Dance

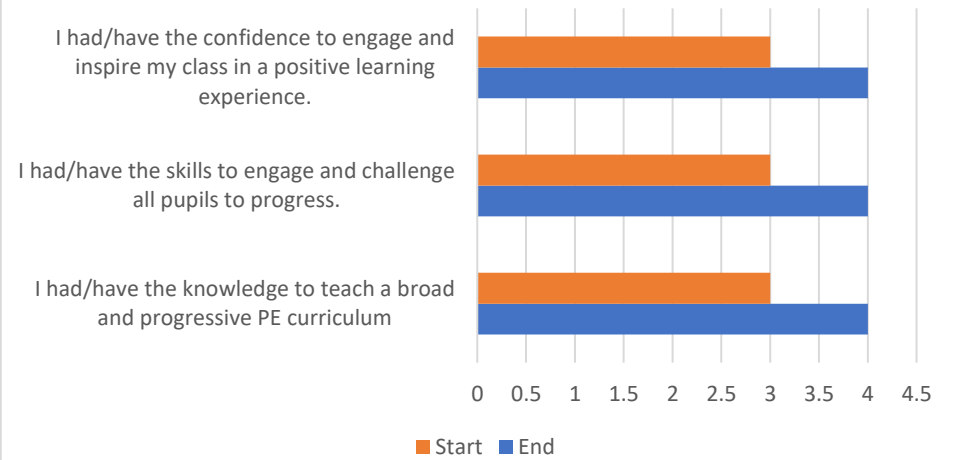
### Miss Corns CPD & Mentoring Result



Dance

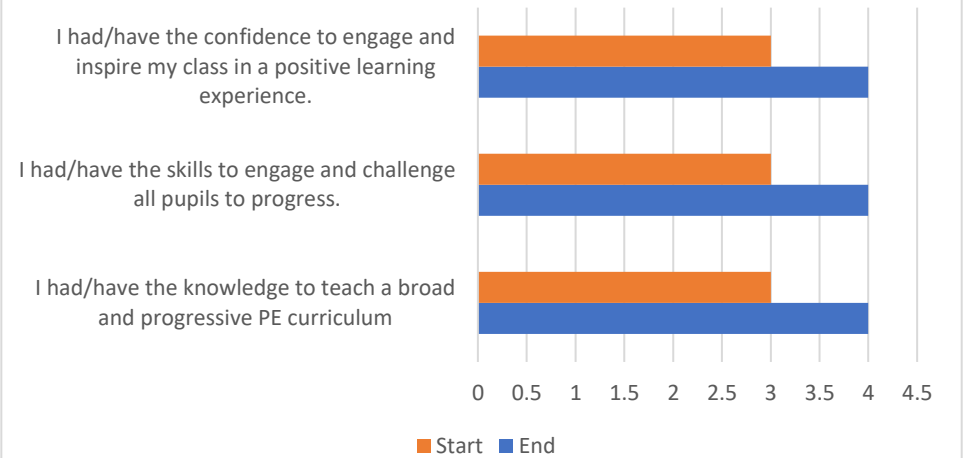


### Miss Crump CPD & Mentoring Result



Dance

### Miss Broomhall CPD & Mentoring Result



Dance



Key Indicator 4 <i>Broader experience of a range of sports and activities offered to pupils</i>	
Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> <li>Curriculum PE lesson including the delivery of Gymnastics and Dance with Year 2. Tag Rugby and Dance with Year 6. Dance and Athletics with Year 1 and Year 4.</li> <li>All PE lessons included a Gold/Silver/Bronze learning outcomes meaning all pupils were able to achieve to their level.</li> <li>Lunchtime had boys and girls involved in different aspects of sport.</li> </ul>	<ul style="list-style-type: none"> <li>25 Girls engaged in the intervention club of football at a lunch time.</li> <li>25 mixed Boys and Girls in the intervention club of healthy lifestyle(Fit Club) targeting Obesity in children.</li> <li>20 Mixed Boys and Girls in the intervention of Table Tennis at Lunch Time targeting Inactive children.</li> <li>A range of different after school clubs throughout the week.</li> </ul>
Key Indicator 5 <i>Increased participation in competitive sport</i>	
Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> <li>School has registered for PL Primary Stars Tournament with the tournament being held Wolverhampton Wanderers Training Ground Compton.</li> <li>School Participated in PL Primary Stars Girls only Tournament at City of Wolverhampton College.</li> <li>Primary Stars</li> </ul>	<ul style="list-style-type: none"> <li>Attend PL Primary Stars Tournament &amp; future Foundation competitions.</li> </ul>
Pupil & Staff Feedback	<p><b><u>Miss Talbot &amp; Miss Purchase (Year 2)</u></b>            “We have enjoyed working alongside the coaches to develop our knowledge and skills of Gymnastics and Fundamental during this term. It has been useful to team teach along with the coaches to learn how to differentiate lessons and outcomes”.</p>
	<p><b><u>Miss Crump (Year 2)</u></b>            “CPD has been a fantastic tool to not only develop my PE subject knowledge but also build my confidence in the subject. Following CPD last half term, I feel more confident to take risks in my PE lessons to challenge the more able by adapting my planning and delivery. This is having a positive impact on learners by giving them the opportunity to excel in a non-class-based subject”.</p>
	<p><b><u>Mrs Rush (Year 6)</u></b>            “I found the rugby sessions really useful as this is not my area of expertise and not a game that I have ever played. What would be used full would be electronic copies of the planning so that when I need to look back next year, it will jog my memory as to how the lesson were delivered.”</p>

**Mr Darby (Year 6)**

"The experience of coaching from the Wolves Community Trust was much more positive this year. I felt well supported by the coaches and much more able to engage with them in the program."

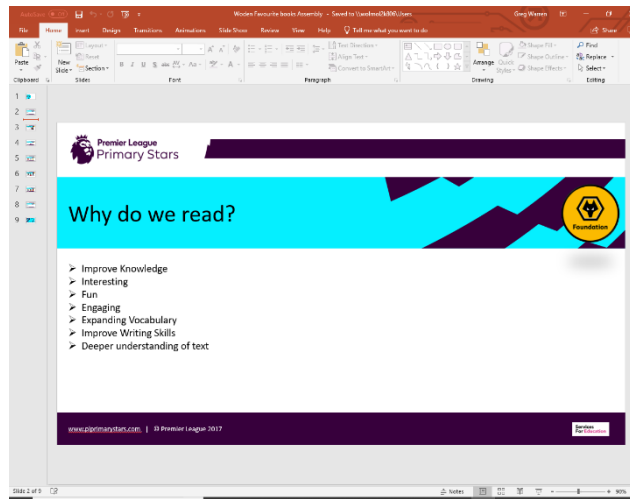
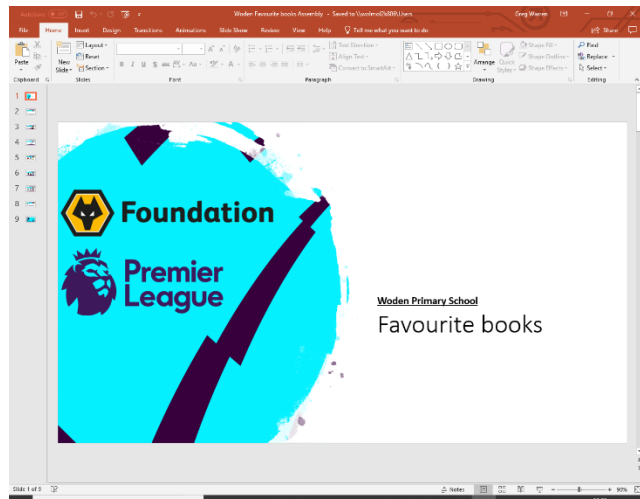
**Miss Skidmore (Year 4)**

"As a PE lead, I have always felt the area I lack most knowledge in is Dance. I've struggled to plan lessons and create idea that will allow my class to enjoy the activity as well as challenge themselves. After completing my CPD with the coaches, I now feel like I have a greater understanding of the skills the children need when participating. I was able to plan lessons alongside the coaches which made me feel more confident when delivering the lesson to the whole class. I now feel like both my knowledge of dance and confidence to deliver a good lesson has increased and I will carry this forward for when delivering dance sessions again".

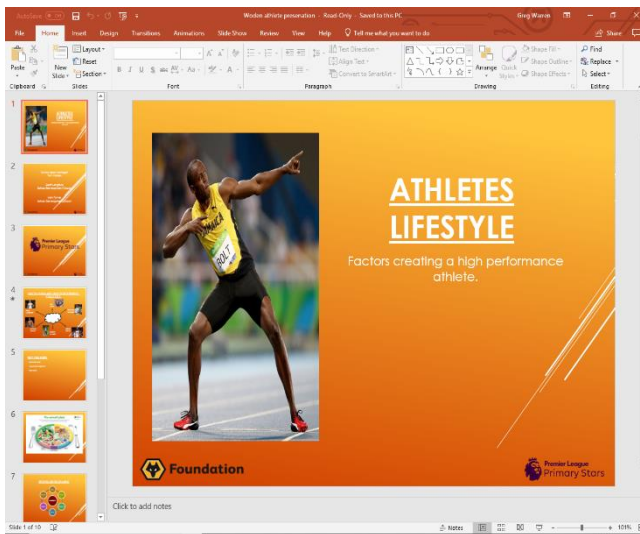
**Miss Corns (Year 4)**

"Taking part in CPD for dance has helped me gain confidence in teaching areas of PE. Through the CPD programme I feel more able in differentiating lessons and identifying children who need a little extra support".

Additional  
Comments /  
Photo's



Favourite Books Assembly Ks1 & Ks2



Athletes Lifestyle Assembly Ks1 & ks2



## **Premier League Primary Stars**

Each year group throughout the school entered the Premier League Primary Stars Writing Stars competition focusing on writing a poem on Equality and Diversity.