

SCHOOLS IMPACT REPORT

2019 - 2020



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
	246 Pupils engaged	8 hours per week 146 Sessions	Girls Football 30 Table tennis 20 Table Tennis 32 SEND Group 15	2 Lunchclub Interventions 4 PE lessons Boys football afterschool club KS1 Boys & Girls Football Afterschool Club KS2	Lunch time Girls Football, SEND, Table Tennis PM PE teacher & mentoring CPD	Miss Skidmore (Year 4) Miss Talbot (Year 4) Mrs Smith (Year 2) Mrs Godfrey (Year 2) Miss Rabone (Year 3) Miss Matthews (Year 3) Miss Betts (Year 5) Miss Cook (Year 5)	<ul style="list-style-type: none"> - Europa League mascot visit - Workshop with international students(China) - PLPS Tournaments - Interhouse Tournament (Girls and Boys)

Pupil Engagement Data	Male	Female	BAME	Pupils with a disability
	132	114	205	
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"> For both year groups we have been aiming for at least 70% of active engagement time. Providing all the group in both year groups the opportunity to engage within the lesson. <p><u>Autumn 1 & Autumn 2</u></p> <ul style="list-style-type: none"> Year 2's focus was to work on the following PLPS Themes through the medium-term plan: BE AMBITIOUS, BE CONNECTED, BE FAIR Year 4's focus was to work on the following PLPS themes through the medium-term plan: BE AMBITIOUS, BE CONNECTED, BE FAIR 		<ul style="list-style-type: none"> 196 sessions delivered. 194 Hours contact time during all activities delivered across lunch club, PE, afterschool club. Post Questionnaire results show that 100% of children who participate in lunchtime intervention clubs would join a sports club outside of school hours. Post questionnaire results show that 100% pupils worked positively in different teams over a 12-week term. Post questionnaire results showed that children were able to communicate effectively in different ways using both verbal and non-verbal communication. Post questionnaire results show that 100% of children were confident to set their own individual target but 80% could only agree to a team target. 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 three jumps in gymnastics, 100% can Identify two different rolls and 90% of children identified different gymnastic shapes. Post questionnaire results show that 100% of children in Year 4 can identify what two types of passes you can use in Tag Rugby, Handball, Bench ball, Netball, Basketball. Post questionnaire results show that 90% of children can give three rules in Tag rugby, Handball, Bench ball, Netball, Basketball and Football. Post questionnaire result show that 100% pupils worked positively in different teams over a 12-week term. Post questionnaire results showed that 90% of children were able to communicate effectively in different ways using both verbal and non-verbal communication in small groups and bigger groups. Pre-questionnaire results showed that only 70% of children would confidently stand up and perform a demonstration to the rest of the class. 		

Spring 1 & Spring 2

- Year 3's focus was to work on the following PLPS themes through the medium-term plan:
BE AMBITIOUS,
BE CONNECTED,
BE ACTIVE
BE INSPIRING
- Year 5's focus was to work on the following PLPS themes through the medium-term plan:
BE AMBITIOUS,
BE CONNECTED,
BE FAIR

Summer 1 & Summer 2

Covid resources provided via email and through our website.

- Post questionnaire results show that 95% of children would be confident to demonstrate to the rest of their class, focusing on our BE INSPIRING theme.
- Post questionnaire results show that 100% of children engage better through a linked theme to a lesson for e.g. Jungle Rescue (Animal Theme) This then links to different avenues of travel and a variety of different speeds.
- Post questionnaire results show that 100% of children can be creative in groups and individually recreate different Story board themes and scenes. (Pyramids, Pirate ship, Animals Etc)
- Post questionnaire results show that 100% of children were able to have a discussion and work together as a team to collectively make a good decision that benefitted the team rather than the individual.
- Post questionnaire results showed that 90% of children were thinking more about each other than themselves by taking it in turns and encouraging each other more through the BE FAIR value.

<https://www.wolves.co.uk/foundation/wolves-covid-resources/>

Key Indicator 2

The profile of PE and sport being raised as a tool for whole school improvement

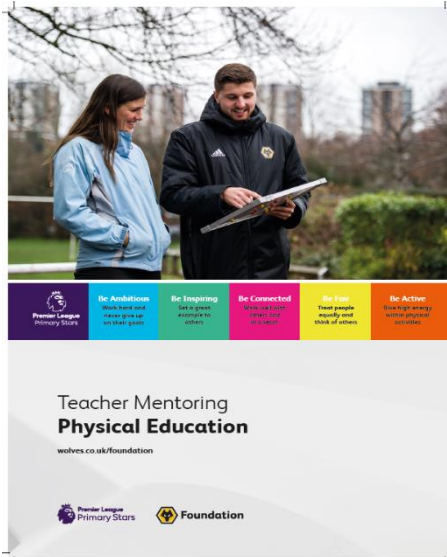
Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> • Boys and girls school football team playing competitive fixtures against other school teams in the local community. 	<ul style="list-style-type: none"> • The profile of PE and sport being raised as a tool for whole school improvement • Evidence & Suggested Next Steps • All pupils given access to Wolverhampton Wanderers Foundation Soccer Schools & Participation activities • Key stage 1 PE lessons focused on physical and social & emotional aspect of the three PLPS building blocks of learning with these learnings being transferable into core curriculum lessons. • Key stage 2 PE lessons focusing on the PLPS building blocks of learning Thinking, Social & Emotional and physical with these learning skills also being transferred into the core curriculum lessons. • 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

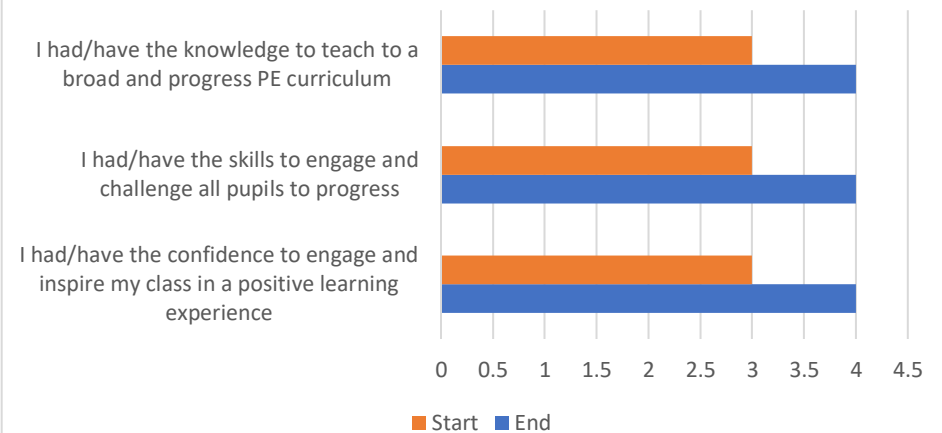
- 8 teachers received 12 weeks of mentoring & CPD.
- Sharing and co-completion of lesson plans and evaluations.
- Offering of places on FA Primary Teacher Award.
- Teachers feel more confident in delivering PE with gathering an in-depth knowledge on differentiating lessons to their classes.



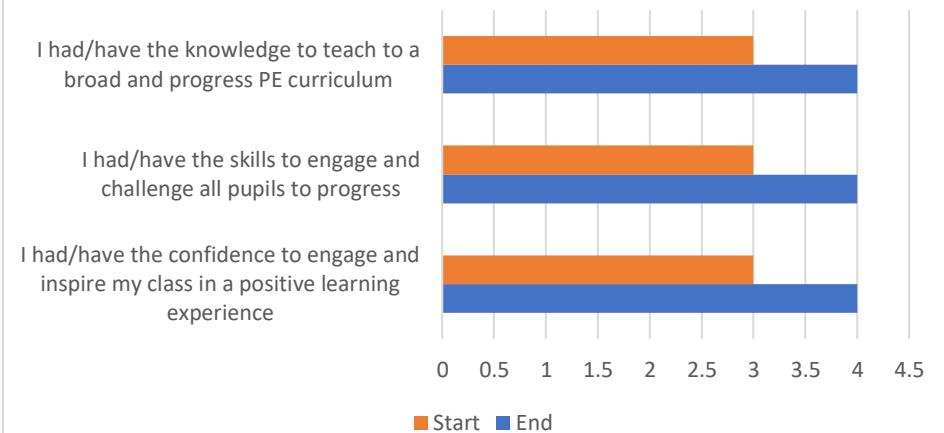
- Teachers were provided with their own personal mentoring book, that provided a variety of tasks/challenges to be completed throughout their delivery. The mentoring book also provided session plans/templates for collaborative planning.
- Resources provided to teachers during COVID via email and our website.

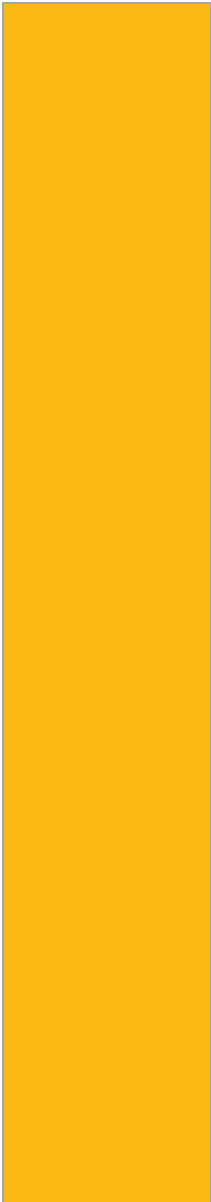
Evidence & Suggested Next Steps

Miss Skidmore CPD & Mentoring Result

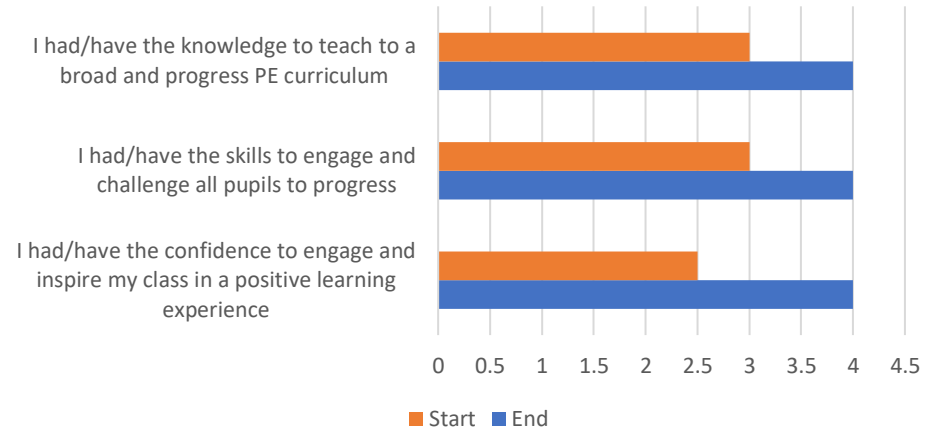


Miss Talbot CPD & Mentoring Result

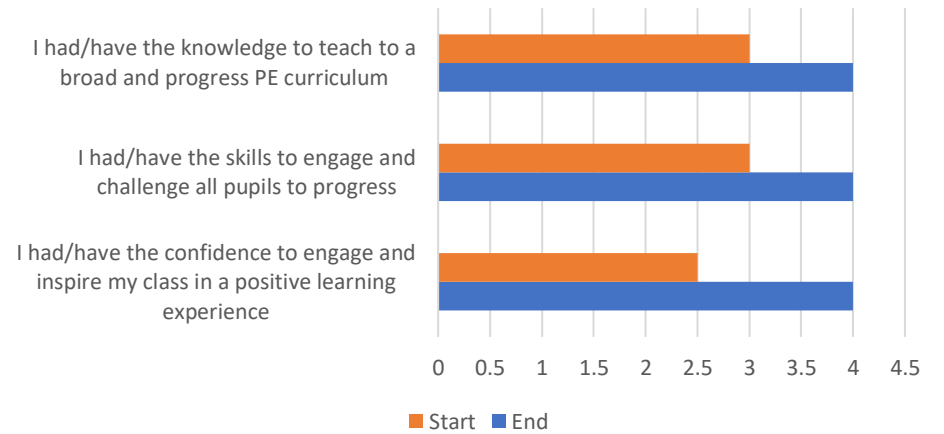


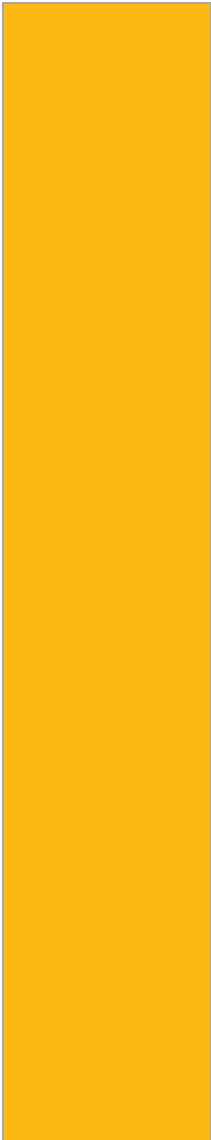


Mrs Smith CPD & Mentoring Result

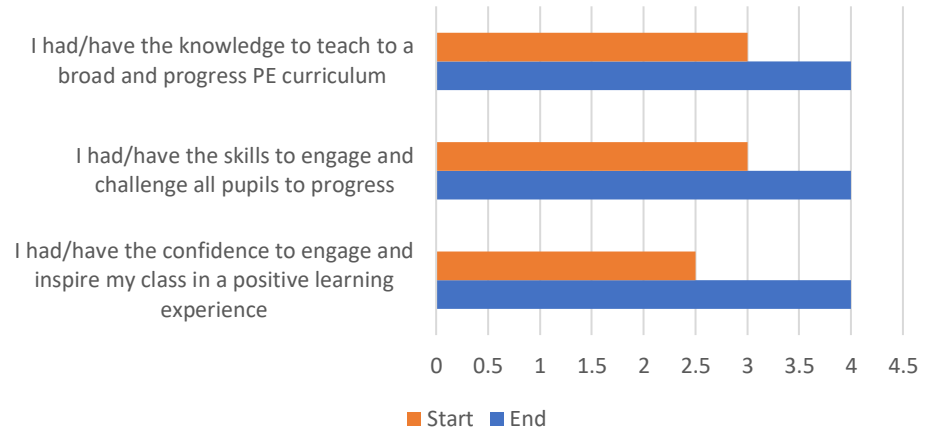


Mrs Godfrey CPD & Mentoring Result

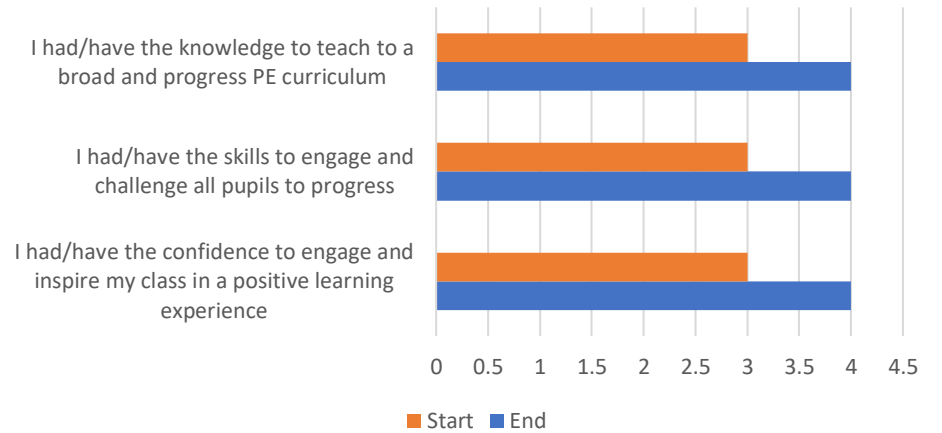


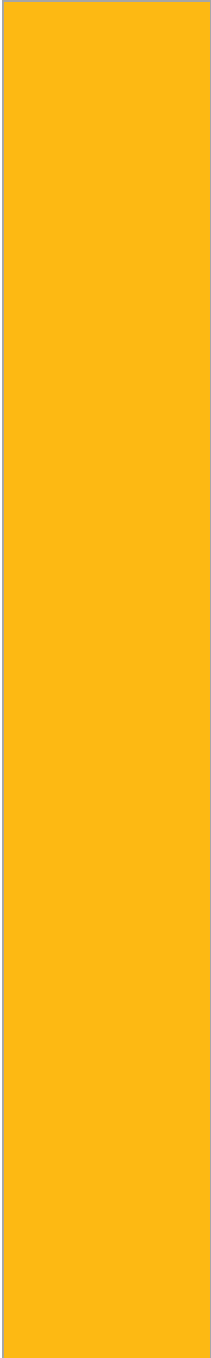


Miss Rabone CPD & Mentoring Result

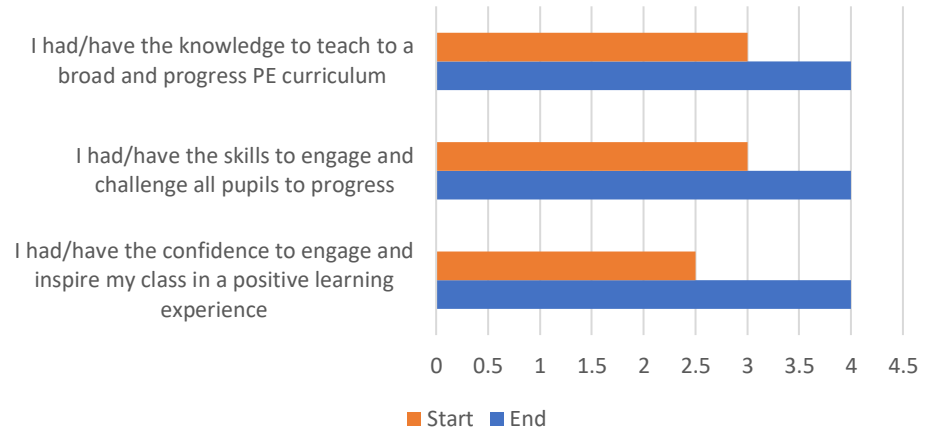


Miss Matthews CPD & Mentoring Result

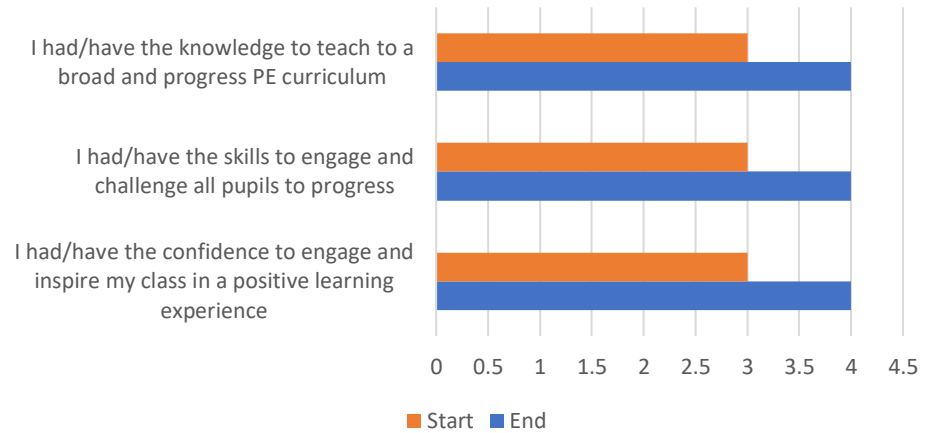




Miss Betts CPD & Mentoring Result



Miss Cook CPD & Mentoring Result



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"> • Curriculum PE lesson including the delivery of the following: • Invasion, Net and wall, Striking and Fielding, Fundamental movements and target/throwing games. All sports were covered to provide an overall sporting skill set to each pupil depending on the ability of the child alongside the key PLPS Themes BE CONNECTED, BE FAIR, BE INSPIRING, BE AMBITIOUS, BE ACTIVE. • All PE lessons included Building blocks of learning outcomes meaning all pupils were able to achieve to at their level. • Lunchtime had boys and girls involved in different sports activities 	<ul style="list-style-type: none"> • 30 Girls engaged in the intervention club of football at a lunch time. • 25 mixed Boys and Girls in the intervention club focusing on a different sport • 20 Mixed Boys and Girls in the intervention of Table Tennis at Lunch Time targeting Inactive children. • A range of different after school clubs throughout the week.
Key Indicator 5 <i>Increased participation in competitive sport</i>	
Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> • School has registered for PL Primary Stars Tournament with the tournament being held Wolverhampton Wanderers Training Ground Compton. • School Participated in PL Primary Stars Girls Only Tournament at City of Wolverhampton College. • Year 5/6 Girls were provided with the opportunity to use the Wolves foundation arena to play against other schools. • Intervention club provided at lunch times created the opportunity for a separate girls-only football club delivered by Miss Skidmore and supported by Mr Warren. 	<ul style="list-style-type: none"> • Attend PL Primary Stars Tournament & future Foundation competitions.

Additional
Comments /
Photo's



Mascot (Europa League)



Anti-Bullying
workshop &
Tour



Teamwork workshop with our international students from china! Followed by a PLPS lesson.



**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.