



WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

Overview

Academic years covered	2022-23	Number of children eligible for sports premium	N/A	Date of most recent review	March 2022
Number of pupils on roll	695	Total pupil premium grant	£20,000	Date of next review	Half-termly

SPORTS PREMIUM STATEMENT

Our aim at Wexham Court Primary School is to enrich children with the opportunities to thrive within physical activity environments and broaden their sporting horizons. We believe that this can be achieved through multiple avenues with staff and students working in correlation to produce pathways for children to excel.

Our priorities for the use of Sports Premium will be to:

- Offer effective CPD training for staff with the intention for that to be transferred into both supportive and knowledgeable teaching to aid a child's development throughout their time at school.
- Provide children with the equipment for breaks and lunchtimes to encourage more active choices during a child's independent time.
- Offer unique and diverse opportunities for children to become more engaged with a variety of sports-related activities that they may never have the chance to experience.
- Offer and deliver a range of after-school clubs which help expand the children's knowledge of various sports.
- Engage all children in any form of physical activity or exercise that they find enjoyable and beneficial to their physical and mental health.

At Wexham Court Primary School, we understand the necessity for our children to be involved in as much physical activity as possible. With this in mind, our mentality will be focused around finding an activity that every child can enjoy participating in. It is our belief that a child who does not "like sport" is not in fact a child who is completely against all forms of exercise, rather they have not yet found the physical activity that best suits them. It is our role as a school and a community to aid a child in discovering this by demonstrating our own enthusiasm and the implementation of exposing a child to the possibilities within a healthy, active lifestyle.



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What does the research say about effective use of the sports premium?

The Impact of Physical Inactivity

- Global estimates show that approximately 25% of adults aged 18 or over are insufficiently active worldwide. Physical inactivity is responsible for 9% of early deaths, making it one of the leading risk factors for global premature mortality. This creates a priority for our children to have provisions put in place which encourages routinely occurring physical activity, with the hope that it will continue throughout their adolescent years and adulthood. (Lahart *et al*, 2019)
- One third of children are overweight or obese by the time they leave primary school. Data from Sport England's Active Lives Children and Young People Survey shows that only 17.5% of children meet the Chief Medical Officers' guidance for how much activity children should be doing – at least 60 minutes every day. Links below evidence the research of this.
- <https://www.sportengland.org/research/active-lives-survey/active-lives-children-and-young-people/>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213739/dh_128144.pdf

What is the role of the practitioner?

- The Department for Education (DfE) is reviewing the content of Initial Teacher Training (ITT). This will include looking at how it links to the Early Career Framework to ensure that teachers have the right training and development to deliver high quality PE lessons.
- DfE will also work with schools, teaching unions and the Association for Physical Education to explore how further to support PE teachers and schools to deliver high quality PE lessons. This will include sharing examples of best practice from schools who have successfully engaged pupils by offering modern, engaging and fun PE and sport lessons.
- Educators will need to foster positive attitudes to physical education among pupils and staff.
- Competition is a key element of sport. Working alongside the Slough School Sports Network, there must be a desire to participate in as many events as possible to ensure that the children have the opportunity to participate in scenarios most similar to that of a natural sports environment. This requires dedication and organisation from staff members.

Empowering Young People

- To reach the least active groups of pupils, we must first understand the barriers they face to taking part in sport and physical activity. This will come from the child survey where they will be asked questions related to this topic regarding their levels of participation.

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- Enabling children to become young sports ambassadors to allow them the freedom to create their own ways to exercise and play competitively. This will coincide with a mentoring scheme where the children will learn how to become sports leaders which will also allow us to greater understand a range of activities that appeal to the different age groups.

Raising Awareness

- Research has found that the majority of UK adults (including teachers) are unaware of the amount of physical activity that children and young people should be doing every day. <https://www.youthsporttrust.org/news/thousands-schools-mark-yst-national-school-sport-week-2019>
- Parents often over-estimate the amount of exercise a child receives at school and therefore underestimates the need for it within their own daily routine outside of the setting.
- It is important that parents and staff are educated in the necessity of not only levels of exercise, but also dietary requirements to ensure a child leads a healthy, active lifestyle.
- This will work in correlation with our 'Healthy Eating' policy to ensure that all pupils have the correct education regarding the importance of a good balance between diet and exercise. This will be threaded throughout the school from the Early Years Foundation Stage to Year 6.

What are the intended outcomes of our Sports premium strategy?

Intended outcomes	1 The engagement of all pupils in regular physical activity.	2 Profile of PE and sport raised across the school as a tool for whole-school improvement.	3 Children are able to develop socially and emotionally through sport.	4 Broader experience of a range of sports to offer pupils within competitive settings.
Measuring impact	Children's survey with a particular focus on activity and dietary habits.	Children's survey on their feelings around physical activity and any particular sports.	Assessment of incident reports during playground time and progressive social skills.	Data collection of vulnerable children's involvement within school-offered opportunities.

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Sports premium allocation

Strategy and allocation	Desired outcome	Quality assurance	Evaluation / Impact
<p>15 bicycles to provide and improve the children's education, awareness and safety whilst cycling - £3645 20 bicycle helmets - £250 Bike storage unit – £3000 15 scooters - £810 45 locks – £607 10 small scooter helmets-£262</p>	<p>1, 2, 4</p>	<ul style="list-style-type: none"> - Session-by-session review of the effectiveness of cycling sessions. - Vulnerable children are a priority when being included within the sessions - a list is kept and is monitored by DSL and SENDCO to ensure all children have the opportunities and make progress in this area. - Review of session observations. - Analysis of data to see any emergent trends such as prominent gender? Number of pupils cycling to school after session. - Monitor storage and security of bikes. - Ensure bikes are checked and looked after for the next group. 	<p>Impact</p> <ul style="list-style-type: none"> - 69% of Year 6 students passed level 2 bikeability. - 3 students passed level 3 in Year 6 bikeability, - 95% of Year 5 students passed level 2 bikeability. - Children without cycling skills were selected and weekly learn to ride sessions after school have taken place. These children in Years 4, 5 and 6 have learnt the basic skills of cycling. 75% of these children when assessed could ride a bike 100 meters and were able to turn and brake correctly. - Children that participated in learn to ride and bikeability say they feel more confident to cycle to school. - School's travel plan promotes cycling to and from school and this is recognised by being awarded a green and bronze travel award from the local authority.

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			<p>Sustainability</p> <ul style="list-style-type: none"> - To implement learn to ride sessions for Years 3 upwards. - To increase bike and scooter storage. - Loan bikes to vulnerable students so they can practice cycling and cycle to school. - Lead on parent learn to ride sessions - Impact on environment as more children are cycling to school reducing emissions and traffic.
CPD – appropriate teacher training for relevant aspects of the PE national curriculum - £1,000	2, 4	<ul style="list-style-type: none"> - Feedback to be received from trained staff on the effectiveness of the training and its impact on their practice. - Observations to be carried out to ensure that the training is being put into practice within lessons. - Developing teacher confidence which will aid encouragement and inclusivity for all children to take part in more sport. 	<p>Impact</p> <ul style="list-style-type: none"> - New sports coach has started to be inducted and has been partnered with a local PE teacher for mentoring. - Specific SEND PE training has been attended by SEND team – good practices taken from this training have been communicated to staff and informed practice. <p>Sustainability</p> <ul style="list-style-type: none"> - To continue to observe teachers and monitor effectiveness of planning and delivery. - To utilise the training offer within the SSSN. - To plan and implement a new physical education and lifestyles curriculum.

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<p>Slough School Sports Network affiliation membership to provide opportunities and support for all staff and children - £4,500</p>	<p>1, 2, 3, 4</p>	<ul style="list-style-type: none"> - Records kept of attendance to external competitions and the sports they are participating in, to ensure a variety is being offered. 	<p>Impact</p> <ul style="list-style-type: none"> - Children have taken part in many local interschool /cross borough competitions. We attended 14 competitions and events, 108 children took part in these. - 55% of vulnerable children have attended an externally run club after school. - Through the SSSN network a group of 25 children with SEND took part in a 10-week sports programme, which taught them 3 different sports (tennis, fencing and dodgeball) the sessions were all accessible for these children and were inclusive of all needs. LSA's and 1:1 staff also used these sessions as CPD to support these children long term with their balance, fine and gross motor skills and physical development. - Dan the Skipping Man development day motivated the children to complete the challenges set and increased children's skipping time. Videos of the challenges were sent home and children were encouraged to complete them (all at varying levels) this enhanced skipping techniques and overall fitness.
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<p>Equipment for the playground to help making break and lunchtimes more active and sociable - £1,535.89</p>	<p>1, 2, 3, 4</p>	<ul style="list-style-type: none"> - Feedback received from children and staff regarding the use of the equipment and how effective it has been. - Observing positive communication between peers on the playground. - Children to be asked within a survey what type of equipment they would enjoy which will be reviewed alongside the feedback. - Observational work regarding the social and emotional development of the children through the use of the equipment. 	<p><u>Impact</u></p> <ul style="list-style-type: none"> - Increased variety of playground games being played. - Exposing children to more activity during break and lunch times. - Facilitated sports/team games by lunch time supervisors which has added structure to children’s playtimes and lunch times as well as enhancing relationships with lunch time supervisors. - LSAs were trained to take a lead role in ensuring the equipment is correctly set up daily and is being used effectively. - Less behaviour incidents recorded. - Children can express their preferred playground game and most children can independently select the correct equipment for the playground game. - Increases children’s social and turn taking skills. <p><u>Sustainability</u></p> <ul style="list-style-type: none"> - Continued physical activity during break and lunch times. - Members of staff allocated for the set up and tidy up of equipment.
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			<ul style="list-style-type: none"> - Midday supervisors trained in facilitating the group games.
<p>After school clubs to provide opportunities for children to be exposed to and learn a variety of different sports which will change termly - £1,404 (add on from SSSN)</p>	1, 2, 3, 4	<ul style="list-style-type: none"> - Feedback will be received from the children on their thoughts of the sports played. - A child survey will collect data surrounding what sports they would like to play within the clubs. - Vulnerable children will have priority places should they apply to join - DSL to monitor that this happens when allocating. - Monitor sessions of coaching of all sports introduced into the school half termly. - Encourage engagement with more niche sports, through workshops and taster sessions. - Monitor the number of children that have participated in these clubs. Gain feedback from the children and their families. 	<p>Impact</p> <ul style="list-style-type: none"> - Children were able to build on skills of the different sports offered, allowing them to develop a competitive spirit and sportsmanship in fixtures and matches. - Develops sense of belonging and identity, being a part of a team. - Engaging with different peers from different year groups and schools. - Often, we have noticed that children will carry on with the sport after the club has finished, some children continue with the external provider outside of school. <p>Sustainability</p> <ul style="list-style-type: none"> - Continue to develop skills in the sports in readiness for further fixtures and competitions next year. Increasing our ranking in competitions next year as the skill set progresses.

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<p>Sports Day equipment to be purchased to ensure that all necessary equipment is in place for the events - £150</p>	<p>2, 4</p>	<ul style="list-style-type: none"> - Children to be asked what sports day events they prefer, this will provide a base from which we will select events to do on the day. - Pupils and staff to be asked for feedback after sports day on their opinions of the events. 	<p>Impact</p> <ul style="list-style-type: none"> - All children used the equipment to participate in the sports day carousel. <p>Sustainability</p> <ul style="list-style-type: none"> - This equipment will be used in PE lessons, clubs and future sports days
<p>Skipping ropes - £360 French skipping ropes - £69</p>	<p>1,2</p>	<ul style="list-style-type: none"> - Monitor children using the skipping ropes in unstructured times, creating a more active and healthier lifestyle. - Reminders to staff about the importance of new activities that may develop into a passion for sport or physical activity. Extending their skipping skills to a more advanced level. - Ensure skipping takes place daily at break for two minutes with the teacher. - Skipping is being taught across the school on every playground. 	<p>Impact</p> <ul style="list-style-type: none"> - Increases heart rate, which improves fitness. - Children have progressed their skipping skills and the number of skips they can do. - Skipping has allowed children to have vital brain breaks occasionally between lessons. - Is inclusive and all children can access. - Has increased children's concentration, balance and fitness. - Children participate in cardiovascular activity daily. - Children's social opportunities have increased through competing with peers and playing group skipping games. - Skipping has created opportunities to celebrate success (skipping competitions).

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			<ul style="list-style-type: none"> - Children have monitored the progress in skips they can do at one time – this shows progress in skill set and agility. - Many children have expressed a passion for skipping and continue practising outside of school. - Staff have also been provided with a skipping rope to model and teach skipping to children and to also improve their skill set. <p><u>Sustainability</u></p> <ul style="list-style-type: none"> - Dan the Skipping Man skipping challenge to run throughout the autumn term. This initiative is a set of 12 progressive skipping competitions which will track the progress children have made. - Continue with the skipping culture we have created.
<p>Netball team Basketball Team Football team Competition/festival sports kits - £650</p>	2, 3	<ul style="list-style-type: none"> - Children who represent the school in competitions/festivals will be given a kit to wear specifically for that day. - Children to associate the new sports kits with positive attitudes and behaviours around the school, as that will be a basis for selection. 	<p><u>Impact</u></p> <ul style="list-style-type: none"> - Standards of behaviour and performance raised. - Team looks professional and enhances a sense of belonging and team spirit.

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		<ul style="list-style-type: none"> - Record the amount of competitions we attend and win. - Update school communication which promotes excitement around attending sports events. - Regular conversations with teachers regarding children's confidence and progress within the domains. 	<ul style="list-style-type: none"> - Teams to be recruited in the autumn term and fixtures to be confirmed for the year. - Children will practice the sport weekly and will become more expert/skilled in the field. - Children will develop good sportsmanship and develop resilience needed for winning and losing. - Children will feel a part of a team and enhances their social skills around taking responsibility and ownership of role. - Children to feel the success of their hard work through awards and sharing achievements with the wider school community.
Yoga/Mindfulness specialist sessions- 12-week healthy mind programme. 1 hour a week - £870 (Through SSSN)	3	<ul style="list-style-type: none"> - Pre and post programme wellbeing scales to assess the effectiveness of sessions. - Conversations with staff and children about children's behaviour post session. - How transferrable are the strategies? Are they being used to support children to co and self-regulate? Explore through observations and teacher feedback. 	<p>Impact</p> <ul style="list-style-type: none"> - CPD for staff, teachers have used the techniques and strategies learnt and implemented them into their classroom practice - Children said that they enjoyed the session and that they felt relaxed. - The teachers have used some of the breathing strategies to support children to self-regulate when they are dysregulated.

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			<ul style="list-style-type: none"> - Post wellbeing scale showed that 42% of children felt that the sessions taught them about their emotions and how through breathing and exercise their bodies and minds can calm. <p>Sustainability</p> <ul style="list-style-type: none"> - The teachers use some of the breathing strategies to support children to self-regulate when they are dysregulated. - Offer to be extended for next year to Year 3 classes.
<p>Dance teacher to lead dance lessons after school – 4motion dance X2 1 hour session for 32 weeks- £1920</p>	1,2,3,4	<ul style="list-style-type: none"> - Observations of lessons. - Conversations with children and staff about knowledge gained and skill development. - Performance at the end. - Teachers are able to mirror this in their own sessions. - Have any pupils taken up dance outside of school? 	<p>Impact</p> <ul style="list-style-type: none"> - Children who took part in the club developed skills within dance and learnt, practiced and performed the routines. - Children felt a part of a team, and this was a chance for them to work with different children from different year groups. - Children performed in front of an audience and their parents at an event in Windsor. - 4 out of the 15 children have continued dancing with 4motion outside of school.



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			Sustainability - This offer will continue next year.
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Swimming Data

This is based on 87 children in Year 6

Swim competently, confidently and proficiently over a distance of at least 25 metres	<u>22%</u>
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke - they can show this stroke but not for the 25m required as above	<u>30%</u>
Perform safe self-rescue in different water-based situations	<u>24%</u>