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| **Measuring the impact of the Sport Grant 2017/18** |
| **PE and school sport play an important part in the life of Holly Park. We believe that PE plays an important part in the holistic development of our children and through this they learn more about values such as respect, co-operation, team spirit, friendship, courage, determination etc**  **Non – Stop Action Sport Coached Sessions**  **[Image result for non stop action logo](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj9yreVu6rVAhWM6xoKHZPjDSsQjRwIBw&url=http://coxeco.com/logos/&psig=AFQjCNFSMCEnvNyk4wIUM74_aKrPIG9DYg&ust=1501279246746595)**  Most of our PE and Sport Premium Funding is used for ‘Non Stop Action’ Coached PE lessons across the school and to participate in borough wider competitions.  In the last academic year 420 children benefit from specialist PE coaching at Holly Park.  Across the year we have had Non-stop Action coaches in to teach a variety of Outdoor sports and also following staff feedback - indoor dance classes. The standard of coaching was outstanding and teachers were involved in the lessons – teaching parts of the lessons and having access to the planning. Classes completed between one and three units of work each throughout the year, with most classes experiencing at least one indoor and one outdoor topic each.  **IMPACT -**This has increased both teacher subject knowledge and pupil skill levels particularly in dance (see evaluations and data below).  In the last academic year 420 children benefit from specialist PE coaching at Holly Park.  **Pupil evaluations of the coached P.E sessions:**  Pupil feedback on the coached PE lessons is that the lessons are better because the coaches have had good PE training. They have good ideas and they love the sport that they are teaching. Children commented that the coaches give supportive comments and help children to progress. They enjoy the secret student. The children feel that they learn a lot from the coaches. They feel that they learn specific skills e.g how to hold a rugby ball correctly. The coaches have good tips and advice and ideas for how children can improve. The children felt that the sports coaches raised the level of learning, extend learning to a higher level and set the bar high. The children felt the coaches built self-confidence. The children commented that they liked the coaches and the teacher working together as they get good skills and advice from the coach but they felt they knew their teacher better. Both girls and boys commented that they really enjoyed the dance classes.  **Staff evaluations:**  The staff have commented on their increased subject knowledge in the range of activities to cover the National Curriculum PE programmes of study. By having the opportunity to take part in the 'coach led' session, teachers have felt that they have developed themselves professionally which has enabled the children to maximise their learning in PE. The staff really benefitted from watching the dance sessions.  **Impact of coached sessions on Pedagogical Needs:**  **Dance Composition (Autumn 1)**  This evidence shows that 100% of teachers felt that they had improved across various areas of their teaching during the unit. For example the post-teaching questionnaire scores show the teachers’ felt more confident in leading a Dance-specific warm up for their year group.  From the findings it is evident that the biggest area of improvement is teachers’ increased  knowledge of what makes a high quality Dance performance within their key stage.  In the post teaching questionnaires one teacher commented, “This has helped me to see  how the choreographic process can be broken down into different stages”. Another  teacher made a comment that they had really enjoyed having the assessment lesson on  the last week.  ***Graph showing average score of teachers across a range of pedagogical parameters***  ***before and after the CPD intervention with Non Stop Action***    **Throwing and Catching (Autumn 2)**  The evidence of both pre and post teaching questionnaires shows that 100% of teachers  felt that they had improved across various areas of their teaching during the unit. For  example the post-teaching questionnaire scores show the teachers’ felt they had better  knowledge and understanding of techniques when throwing and catching. In cases where there are minor improvements, such as confidence in delivering a throwing and catching lesson as part of the PE curriculum, this may be due to teachers low expectations (before the delivery of the unit) of the requirements that need to be achieved in delivering a lesson as part of the PE curriculum. Alternatively, this could be a strength amongst teachers at the school, whereby teachers feel confident to teach a  throwing and catching lesson.  ***Graph showing average score of teachers across a range of pedagogical parameters***  ***before and after the CPD intervention with Non Stop Action***    **Tag Rugby and Basket ball (Spring 1)**  **Rugby** - Overall the questionnaires show a trend that indicates improvements across most aspects of the unit. For example teachers showed an 8% increase in their knowledge of what makes a high quality tag rugby session. From the findings shown in the chart below, the biggest area of improvement (50%) for most teachers has been increased confidence in their ability to differentiate a tag rugby session for students.  In cases where there are no improvements, such as delivering a tag rugby lesson and confidence in creating stimulating tag rugby lessons, this may due to teachers low expectations (before the delivery of the unit) of the requirements that need to be achieved in delivering a lesson as part of the PE curriculum. Alternatively, this could be a strength amongst teachers at the school, whereby teachers feel confident to teach a tag rugby lesson as part of the PE curriculum. In the post teaching questionnaires one teacher said, “The sessions were excellent, great teaching, well structured, good progression for the children. They loved it and learned a lot”. Another teacher commented, “Mr Loftus was a great instructor, very knowledgeable and good with the children.”  ***Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action***    **Basketball -** The questionnaires show a trend that indicates improvements across all aspects of the unit. For example, the teacher showed a 133% increase in their confidence to differentiate a high quality basketball session. From the findings shown in the chart below, the biggest area of improvement (300%) has been increased knowledge of basketball and understanding of the rules. In the post teaching questionnaires the teacher said, “I really liked the idea of children refereeing each mini game. Good for their confidence, assessing, and understanding of the rules.”  ***Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action***    **Exploring Dance Genres (Spring 2)**  Overall the questionnaires show a trend that indicates improvements across ***all*** aspects of the unit. For example teachers showed a 62% increase in their confidence to devise and demonstrate a short dance sequence for their class. From the findings shown in the chart below, the biggest area of improvement for most teachers has been 91% increased confidence in delivering a dance lesson to their class. In the post teaching questionnaires one teacher said, "Fantastic series of lessons - energy, enthusiasm, technical quality. Children used their imaginations and worked collaboratively throughout." Another teacher said, "I was really impressed with the final performances – showed what is possible in a six week period."  ***Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action***    **Principles of Dance Summer 1**  Overall the questionnaires show a trend that indicates improvements across all aspects of the unit. For example teachers showed a 33% increase in their confidence to lead a dance specific warm up for their class. From the findings shown in the chart below, the biggest area of improvement for most teachers has been 40% increased knowledge in dance specific movements and how to relate them into their lessons. In the post teaching questionnaires one teacher said, "I've never observed these sorts of lessons before. It makes me realise I have very little knowledge or skill in this area. I usually do a basic "creative dance" teaching that I've had training for. This has been great training for me." Another teacher said, "The children have really enjoyed the teaching of dance. The Dance Instructors knows how to teach this age group very well!"  ***Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action***    **Cricket (Summer 2)**  Overall the questionnaires show a trend that indicates improvements across ***all*** aspects of the unit. For example teachers showed a 56% increase in their knowledge of the skills required in cricket lessons, and the dribbling, hitting and kicking skills that KS1 have been working to acquire. From the findings shown in the chart below, the biggest area of improvement for most teachers has been a 71% improvement in their ability to differentiate a lesson for their class. In the post teaching questionnaires, one teacher said, "Excellent teaching by Danny. Clear instructions, learning objectives and success criteria. Good demonstration of each skill." Other teachers said, "Great watching how the whole class can be involved in activities." And "It's been great watching Non Stop Action lessons. I've really learnt a lot. Thanks!"  ***Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action***    **Pupil Data**    All activities were assisted/team-taught by the regular class teacher, many classes with additional support from teaching assistants.  **Emerging Priorities**  Ensuring students who are falling below target are targeted for intervention specifically by teaching staff and encouraged to attend extra-curricular activities to ensure students achieve. Pupils with particular educational needs to be identified on the lesson plan and evidence of differentiation in every lesson – notes to be made in the intervention section of the lesson plan. Head of PE to meet with SENCO of Holly Park to update current IEP’s and behavior plans at the start of the 2018/19 academic year.  **Barnet Partnership for School Sport**  We use our Sports Grant to buy into the Barnet Partnership for School Sport. This allows us to take part in various competitions across Barnet. Last year we took part in many competitions with other schools – lots of football, netball, cross country, gymnastics and athletics. We also participated in the Barnet School’s Dance Festival. **IMPACT -** This continued to keep the profile of sport high and kept the school community updated about it through the weekly newsletter, on the website and in the termly Holly Park highlights. Many pupils did well on an individual basis. Teams also did very well. Our Cross Country Team competed against 26 other Barnet schools and came 1st place in the borough. Our netball team continued to enjoy competing against other schools and came 2nd in their division. Our girls football team got to the final of the East Cup and were runners up. They also came second in their league. We entered the Barnet Gymnastics Competition again this year. There were 3 teams entered. The year 5 children came 8th overall in an extremely tough competition and were only a couple of points off of the medals. The year 3 and 4 children produced amazing performances and came 2nd overall. The year 2 children in what was a remarkable achievement came 1st and became Borough champions. The inter school Barnet athletics competition was a massive success for Holly Park again this year We won two trophies including overall school winner of all Barnet medium sized schools.  C:\Users\Anne\Pictures\Holly Park\Dance festival\2018\4100_BARNETDANCE_0503180001_01_00_56_01_02_Still019.jpg  **Pupil evaluations of the inter school competitions:**  **Y5 Athletics team member**  ‘When I ran my race, my shoe fell off but I didn’t stop or give up or let my team down. I kept going.’  **Y5 Athletics team member**  ‘I gained a lot of experience for the future. I met lots of other people and saw what all my friends at school could do. It was good team work being in the relay.’  **Y5 Athletics team member**  ‘I gained a lot of confidence being in the competition I got better with my speed and I liked being part of a team.’  **Y2 Gymnastics team member**  ‘I was really happy to win a medal. I was excited and proud.’  **Y2 Gymnastics team member**  ‘I enjoyed being watched by everyone and I was excited. It was very different to when we were practicing.’  **Y4 Gymnastics team member**  ‘I had a lot of confidence. The routines were quite hard. I was excited and scared to do my routine. I like seeing people from other schools do gymnastics too.’  **Y3 Gymnastics team member**  ‘I love doing gymnastics. I was very happy to be chosen to be part of the school team.’  **Y5 Cross Country team member**  ‘This was my first time doing cross country competitions. There were two meetings. At the first meet I didn’t feel well but I went anyway because I didn’t want to let my team down. On the second meet I improved my own personal time.’  **Y4 Cross Country team member**  ‘I got better with my stamina. The race was quite long but I kept going. I had to pace myself. It was a hard challenge. In the last 11metres I had to sprint because I wanted to be the best placing I could.’  **Y4 Athletics team member**  ‘It was cool being in a real stadium and sitting in the stands. It was great to run on a proper track and not just on grass like we do in training.’  **Resources 2017-18**  We bought two new sheds to house our ever growing sports equipment collection. We also bought a large range of resources including rugby balls, netballs, hoops, bean bags etc to ensure every topic of the PE curriculum map is resourced.  **IMPACT -** These sheds are metal and are situated so that they are well located and easy to get equipment from during lessons outside. The sheds are well stocked.  We have held some of our PE grant money back in order to buy new equipment for our EYFS outdoor area to improve physical activity outside and to increase upper body strength. Maria Michael DHT is leading a team consisting of – a PE leader, EYFS staff, EYFS key leader and site manager to look at options and get quotes. The work is due to be completed in the summer holidays 2019.  **General Sport and Physical Activity Success 2017-18**  This year we have again been awarded the Silver School Games Mark.  We again held two very successful sports days where 420 children took part in non stop physical activity for 90 minutes. The sports days enabled all children to take part in a competitive way – earning points for their house. Well done to all the teams but particularly to Hydra who won again!  We also had scooter training for Year 2 children and bikeability for Year 3, 4 and Year 5 children.  We encouraged Walk to School and Bike to School Weeks throughout the year.  We also promoted Adventurous Outdoor activity with our residential trips for Years 5 & 6.  We have continued to run Forest Schools every week for our children. Year 5 and Year 1 children all had half a term of Forest School Learning  Swimming has continued for Year 3 and Year 4.  We took part in a rounders competition with our partnership of schools - with our Y4 children (children not usually selected for school teams)  Year 3 and several other classes have continued doing the daily km for the Mayor of Barnet’s Golden Kilometre Challenge  IMG_0269.JPG IMG_0263.JPG [Day-1-066-150x150](https://www.hollyparkschool.co.uk/classrooms/year-5/gilwell-park/day-1-066/)  **[Forest school 23](http://www.hollyparkschool.co.uk/learning-links/forest-schools/forest-school-23/)**  **[swimming 007a](http://www.hollyparkschool.co.uk/sport/swimming/swimming-001a/)** [Image result for silver sports award logo](https://www.google.co.uk/imgres?imgurl=http://blog.st-matthews.bolton.sch.uk/wp-content/uploads/2016/10/img_1991.jpeg&imgrefurl=http://www.ridge.dudley.sch.uk/index.php/learning/sports-and-games/&docid=yntC5niv2QYoNM&tbnid=fKeNXsqoxV7_DM:&vet=10ahUKEwjbwZCxwqrVAhUB0hoKHYHyDqEQMwhxKD4wPg..i&w=900&h=450&hl=en&safe=active&bih=786&biw=1260&q=silver%20sports%20award%20logo&ved=0ahUKEwjbwZCxwqrVAhUB0hoKHYHyDqEQMwhxKD4wPg&iact=mrc&uact=8)IMG_7825.JPG |