

Measuring the impact of the Sport Grant 2020/21

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

COVID 19 meant that there were no sporting events from mid-March 2020 and through to the summer term 2021.

Non – Stop Action Sport Coached Sessions



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 benefited from specialist PE coaching at Holly Park. Classes completed between one and three units of work each throughout the year. Due to COVID we decided to have all of the NON Stop Action Coaching Sessions outside for this academic year.

IMPACT -This has increased both teacher subject knowledge and pupil skill levels (see evaluations and data below).

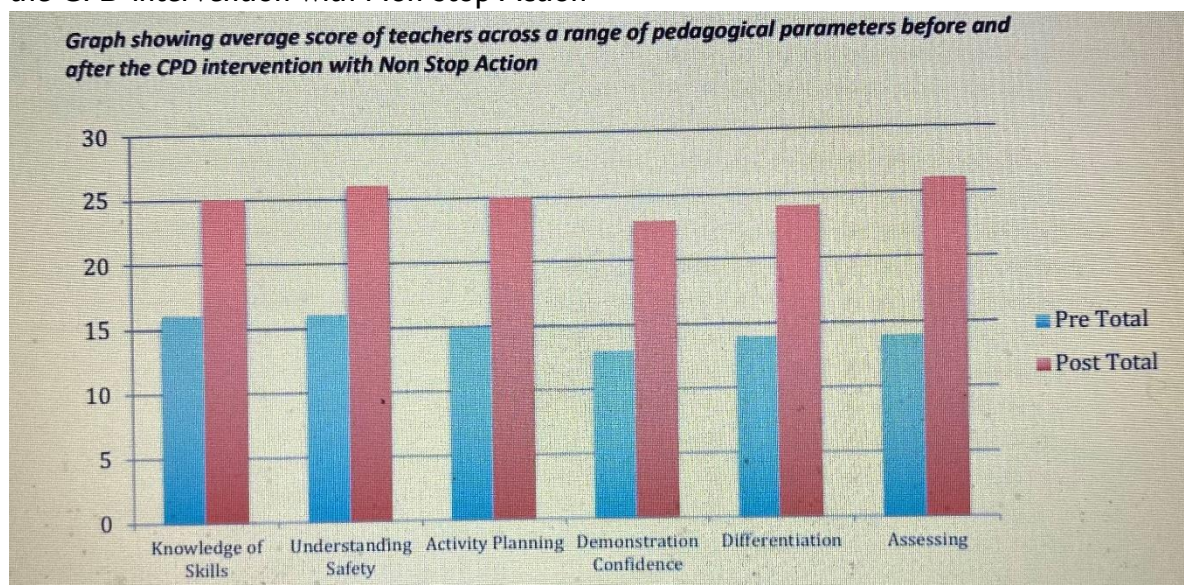
In the last academic year 420 children benefited from specialist PE coaching at Holly Park in the Autumn term, Spring 2 and Summer Term..

Impact of coached sessions on Pedagogical Needs (CPD):

Athletics (Autumn 1)

Overall the questionnaires show a trend that indicates improvements across all aspects of the unit. For example, teachers showed a 77% increase in their confidence to demonstrate different Athletics skills for their class. From the findings shown in the chart below, the biggest area of improvement for most teachers has been an 86% increase in their ability to assess their children's attainment in Athletics. In the post teaching questionnaires one teacher said, "Excellent lessons. Lots of ideas for me to use in athletics lessons, great CPD for me. Thanks." Other teachers said, Well organised, planned, and engaging lessons."

Graph showing average score of teachers across a range of parameters before and after the CPD intervention with Non Stop Action

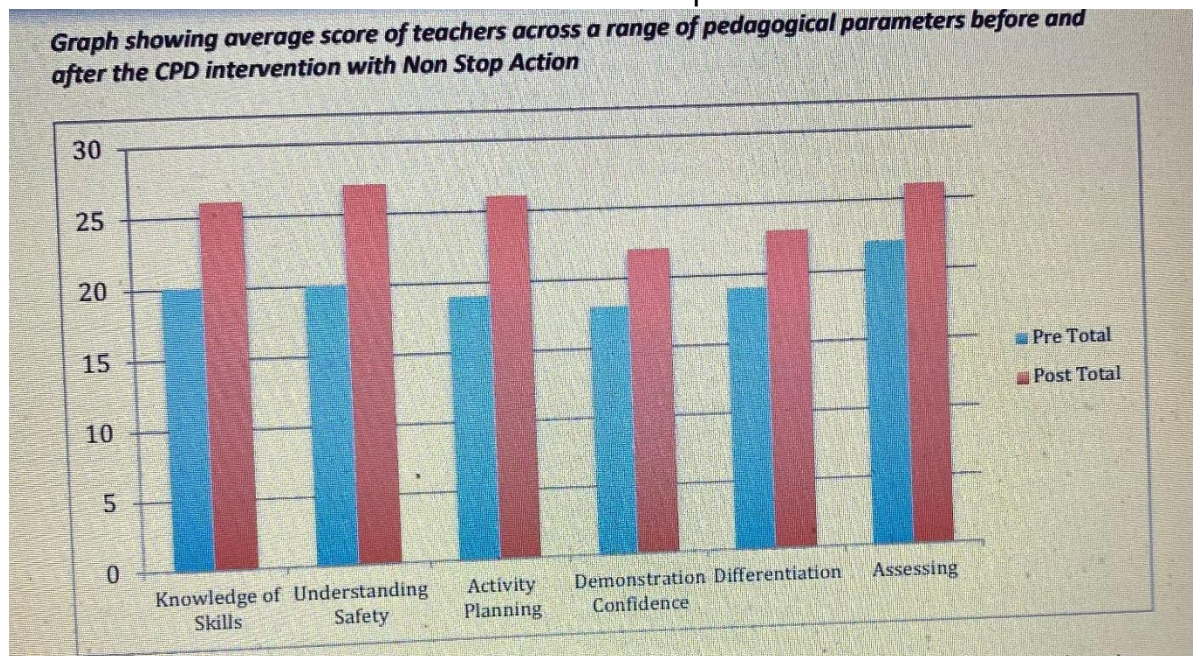


Football (Autumn 2)

Overall the questionnaires show a trend that indicates improvements across all aspects of the unit. For example, teachers showed a 35% increase in their understanding of the

safety considerations for a Football lesson. From the findings shown in the chart below, the biggest area of improvement for most teachers has been a 37% increase in their ability to plan different activities to deliver during a Football lesson. In the post teaching questionnaires, one teacher said, "Observing has helped and I have more ideas for activities, and being able to see pupil's progress." Other teachers said, "[I have a] clearer idea of how to split the ball area into separate zones for activities and games." "Excellent sessions."

Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action



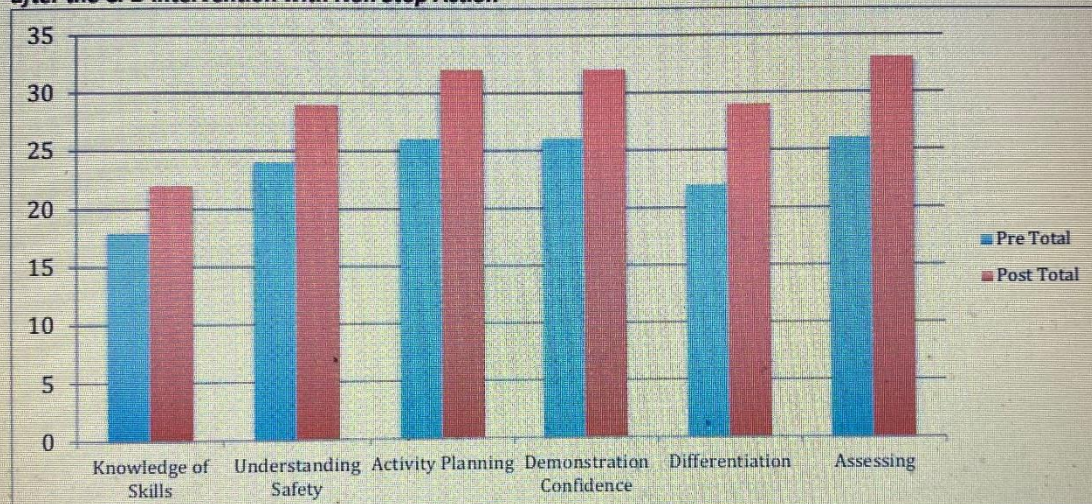
Spring Term 1 was not completed due to COVID 19 and lockdown

Hockey (Spring 2)

Overall the questionnaires show a trend that indicates improvements across all aspects of the unit. For example, teachers showed a 27% increase in their ability to assess their class in Hockey. From the findings shown in the chart below, the biggest area of improvement for most teachers has been a 32% increase in their ability to differentiate Hockey skills for lower and higher ability children. In the post teaching questionnaires, one teacher said, "Breaking the games down and building up to a bigger game in larger teams [made me feel more confident]." Other teachers said, "Fantastic lessons with lots of practical ideas and clear skills demonstrations." "I feel more confident teaching a lesson for ball skills."

Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action

Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action

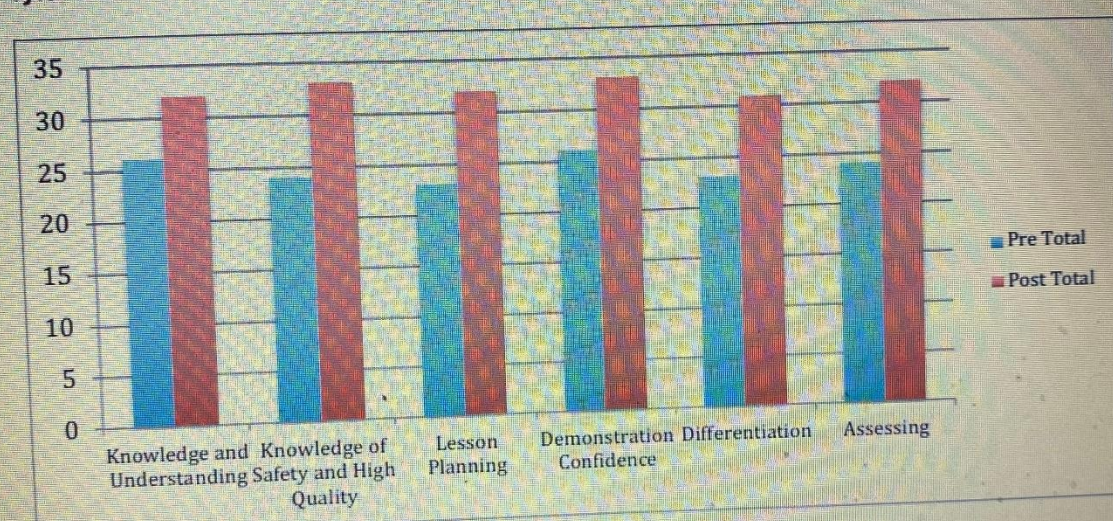


Netball (Summer 1)

Overall the questionnaires show a trend that indicates improvements across all aspects of the unit. For example, teachers showed a 35% increase in their confidence to differentiate Netball skills for higher and lower ability children in their class. From the findings shown in the chart below, the biggest area of improvement for most teachers has been a 39% increase in their ability to plan a stimulating Netball lesson. In the post teaching questionnaires one teacher said, "Coach was supportive and informative with clear instructions at every stage. He modelled and explained the activities well which helped me massively." Other teachers said, "A little more confident as watching actual lessons have helped me to develop a better understanding of progression and differentiation. It has given me a bank of ideas to use in future." "I feel like I have more ideas for differentiation and activity set up."

Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action

Graph showing average score of teachers across a range of pedagogical parameters before and after the CPD intervention with Non Stop Action



All activities were assisted/team-taught by the regular class teacher, many classes with additional support from teaching assistants.

Usually, we expect classes to have at least 75% of the children working at or above ARE; however, due to the disruption this school year, it is not unexpected that some classes are below this. We were expecting to deliver two units to each year group, one indoor and one outdoor, however, the only year group who were able to receive both these lessons were Year 6, which as you can see, has made a difference in their attainment compared to other classes. If all classes had received both units, you would expect to see data that skews more towards WA generally, as some children will be more competent in one aspect of PE e.g. competent at Outdoor Sports but they will find Dance and Gymnastics more difficult, and vice versa, and if the units haven't been a balance of outdoor and indoor, the average of the assessments may reflect a lower grade overall. Another factor to bear in mind is that these assessments took part in the first half of the academic year, and you would usually expect to see children progress further and more rapidly as they mature throughout the 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 and cross-country. We paid into this service but there were no inter school competitions all year due to COVID. We did however take part in the Barnet School Dance Festival which was performed online this year.



IMPACT –

Although we didn't participate in any inter school competitions – we were able to continue with netball club and football club in the summer term 2021 which engaged children in extracurricular sports activities. Twenty Y6 children were delighted to have the opportunity to participate in the dance festival. Some of the children got involved with the choreography and costume design, Parents were pleased to be able to watch the video produced by Barnet.

General Sport and Physical Activity Success 2020-21

IMPACT

We had bikeability for year 5& 6 children. This was a great opportunity for outdoor safe exercise and a great opportunity for children to learn to cycle safely. There was very good take up for this.

We have continued to run Forest Schools in the summer term 2021 for Y5 and Y2 children. Parents were particularly pleased that this outdoor activity was able to re start.

Year 4 completed their year of swimming that had been disrupted during COVID lockdowns.

Top-up swimming lessons were provided to give extra support to those pupils who have not met the three national curriculum requirements in the summer term. Y5 and Y6 children who cannot swim still or who swim less than 25m were given the opportunity to have extra swimming lessons in summer term 2021. Many had had lessons outside of school disrupted during COVID so this was a welcome opportunity which parents were pleased to have for their children.

All year groups have continued doing the daily km for the Mayor of Barnet's Golden across the week to ensure that children had extra opportunity to do outdoor exercise.

Y3 had a team building day in summer term 2021 which was a huge success. This was a day full of continuous activity.



Y6 had an activity week as they were unable to go on their residential trip. They had a day of team building activities, rounders and cricket, they had a day of Forest school, played crazy golf and had a day of water activities which included canoeing. Kayaking and sailing,

We were able to purchase extra playground equipment to increase physical exercise at lunchtimes. This was very important when the children returned in September 2020 after COVID lockdown. The children had to be in separate playground zones by year group and couldn't mix. We wanted to ensure that there was something to do in each zone so playground equipment was very important. The children moved zones on a weekly basis and therefore got new equipment to use.

We bought extra PE equipment to ensure that there was a plentiful supply of equipment for outdoor PE lessons.

Our PE leaders attended Barnet led CPD so that they can share ideas, suggestions and advice with staff.

We held very successful sports days despite the fact that parents were not able to spectate. The children were very happy to participate as normal and really enjoyed all of the activities.

