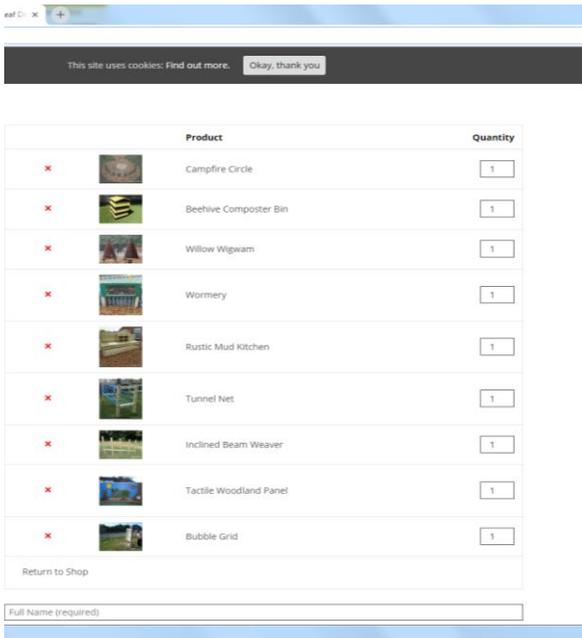


Landgate School and College – Sports Grant Funding 2018-2019 Evaluation

5. Planned Expenditure					
Academic year			2018-2019		
1. Summary information					
School	Landgate School and College		Type of SEN (eg.PMLD/SLD/MLD etc.)		C&L C&I SEMH SP
Academic Year	2018/19	Total Sports Grant budget	£7633.16 rolled over from 2017-18 £16,410 total 18-19 £9573 (7/12 November) £6837 (5/12 May) £24,043.16	Date of most recent Review	31.10.18
Total number of pupils	94	Number of pupils eligible for Sports Grant	57 (61%)	Date for next internal review of this strategy	28.02.19
<p>The Government has made a commitment to provide additional funding to schools based on the number of pupils in aged 5 -10 years. Funding is used to make additional, sustainable improvements to the quality of PE, physical activity and sport offered by school.</p> <p>These include:</p> <ul style="list-style-type: none"> -Developing or adding to the PE and sport activities that school already offers. -Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. 					
<p>Key indicator (from 2017-18 document)</p> <p>1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <p>2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>4: Broader experience of a range of sports and activities offered to all pupils</p> <p>5: Increased participation in competitive sport</p>					
Desired outcome	Chosen strategy Funds % of allocation Email link	What is the evidence & rationale for this choice?	What are the measures, evidence and impact?	Staff lead and review dates	How do you plan for sustainability and next steps?
Focus 1: Outdoor area development					

<p>1.1 Promote physical activity into the school day through active and high quality playtime and classtime provision and activities; The New Trim Trail</p> <p>KI:1/4</p>	<p>http://mapleleafdesigns.co.uk/request-quote/</p> <p>Trim Trail Development</p> 	<p>Learner Voice identifies learners would like more resources on the Trim Trail to keep them active and 'have fun'. Learners have expressed 'It's not tidy' So the resourcing and keeping on top of maintenance to promote positive behaviours across the Trim Trail.</p> <p>Learners have 45-60m minutes of playground time over a school day, which would calculate to up to 3- 5 hours extra of high quality, physical activity and healthy growth per week through the implementation of a new Trim Trail to be used as and when needed as well as a rota for class this could then be increased by a minimum of 10% more per class thus a more rounded complex active lifestyle for ALL learners.</p>	<p>Measures/ Evidence: Staff/ learner evaluation feedback from the questions sent out.</p> <p>Impact: Learner feedback suggests... Staff identify learners show engagement, enjoyment and are physically active, however the Trim Trail isn't used as it should be. Lunch-Playtime monitoring identifies that the learners regularly use the Trim Trail to stay active at playtimes. Learner voice regarding play equipment highlights learners would like a climbing frame, slide and swing.</p>	<p>HS/AP</p> <p>Meetings held May 19</p> <p>Final quotes confirmed</p>	<p>Staff/ learners to understand the benefits of using the 'New Trim Trail' on learners body development and confidence. Parents encouraged to support learners to similar activities outside of school including Haigh Hall, Three Sisters, Sherdley Park etc. Learner's enjoyment, rather than avoidance of feeling physically exerted/ tired.</p>
Focus 2: Attending competitive events/ sports					
<p>1.2 Promote physical activity which incorporates elements of Competition both internally and externally</p> <p>KI:1/4</p>	<p>Coaches To Kite-Mark Events</p> <p>https://www.tyrerscoaches.co.uk/</p> <p>Gray Way Coaches</p> <p>http://www.grayway.co.uk/services/</p>	<p>Within our peer reviews and also our SGO visit e have identified that competition is something that is lacking within our PE curriculum. This is why we are developing the trips with the SGO to Inclusive Competitive Events to broaden our curriculum and explore what competition looks like at an SEN level.</p> <p>Piaget stated that 'play is how anything new comes about', learners will have the opportunity to positively</p>	<p>Measures/ Evidence: Staff/ learner evaluation feedback from the questions sent out. SGO visit highlights this is something to progress and the application of the Kite Mark awards would show we have achieved this at a Bronze Level minimum.</p> <p>Impact: Learner feedback suggests... Staff identify learners show engagement, enjoyment and are physically active, however the children struggle with the boundaries of competition and would benefit</p>	<p>GL</p>	<p>Learners have the opportunity to take part in competitions with other schools, make friendships and develop a 'team spirit'. Competitions support learners developing resilience and a sense of achievement when they work hard and get a positive outcome.</p>

		<p>develop competition in a structured way to develop their understanding of losing, overcoming challenges and helps them to discover how they can be resilient under pressure, this transfers academically (MindChamps.org)</p> <p>(SEN magazine) Regular exercise aids co-ordination, balance and flexibility; it improves concentration, reduces body fat and develops confidence.</p>	<p>being more aware of competition and how this can then progress into behaviour skills/attributes in other subjects.</p> <p>Learners accessed a Wigan Youth Zone event, learner voice for this event is currently being collated.</p>		
Focus 3: Building resilience through sports					
<p>1.3 Promote physical activity which develops climbing skills</p>	<p>Bouldering wall</p> 	<p>Learners enjoy climbing activities within their PE lessons. Learner voice indicates learners would like to develop their outdoor play area.</p> <p>Bouldering walls can be incorporated into PE lessons and challenge adapted to suit individual learner need. Learners have opportunities to access bouldering wall during outdoor play and sensory breaks.</p>	<p>Measures/Evidence Staff/learner evaluation feedback from questions sent out regarding bouldering wall. Has learner handwriting improved, muscle development through accessing bouldering wall which improves writing stamina.</p> <p>Impact: Learner voice currently being collated Staff voice from Twilight session regarding using the Bouldering wall to its full potential is currently being collated.</p>	KC/GL	<p>Learners have the opportunity to regularly access the bouldering wall which develops upper arm muscles and provides climbing challenge.</p> <p>Further developments is to carry out annual CPD to all staff to support their confidence in using the bouldering walls within lessons and how to add further challenge.</p>
<p>1.4 Promote outdoor physical activity which builds resilience</p>	<p>Coat racks for outdoor clothing.</p>	<p>Learners have access to a wide range of outdoor clothing to encourage physical activity outdoors in all weather conditions (including orienteering, walking). Outdoor clothing needs to be organised to encourage learners independently accessing the clothing they need and tidying away afterwards.</p>	<p>Measures/Evidence Staff/learner informal feedback highlights learners enjoy being outdoors in all weather conditions and that the organisation of clothing encourages independence and ease of access</p> <p>Impact: Learners are able to access the outdoors in all weather conditions and are independently getting</p>	HS	<p>Learners have access to outdoor clothing in all weather conditions, this builds resilience, stamina and experience of the outdoor area.</p>

			themselves ready and tidying up afterwards. All classes have access to the clothing.	
2018-2019 PE Sports Grant Strategy Plan Evaluation				
Focus	Cost £actual spend	% allocated (approx)	Notes/ Status	
1.1	£4125	70%	Quotes are being collated	
1.2	£280.00 Wigan Youth Zone event £190.00 Coach Leigh Sports Village	2%	Learners were provided with the opportunity to take part in sporting competitive events with other local schools. Learner voice indicates learners enjoyed the experience of going to a Wigan Youth Zone event. However, learners would like to develop resilience further and have events that are shorter periods e.g. afternoon competition. Learner voice highlighted that learners enjoyed accessing different sports including football.	
1.3	Traverse Wall x 2 £3000.00	15%	Learners have access to a traverse wall both indoors and outdoors. Learner voice indicates they enjoy the traverse walls and enjoying having it included in options at lunch and playtimes. However, learners fed back they would like to use the walls in lessons. This has been actioned by carrying out whole school staff CPD with learning opportunities and differentiation teaching using the traverse walls.	
1.4	Clothes rail for outdoor clothing £40.00	0.2%	Learners have access to outdoor clothing in all weather conditions, this builds resilience, stamina and experience of the outdoor area.	
Total spent	£7633.16	100%	<p>88% of primary learners (37/42) achieved their end of year target in PE. This highlights that learners are receiving rich and varied opportunities to be physically active, fit and healthy while developing social skills and resilience. Monitoring highlights that staff are becoming increasingly confident to include physical activity in cross-curricular subjects. 0% of y6 learners achieved their swimming age related expectations to be able to:</p> <ul style="list-style-type: none"> Swim competently, confident and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations <p>Learners have regular swim sessions to develop their skills, awareness and confidence with water. Learners have individual learning ladders where they are assessed against aspirationally challenging targets at each session. Learner progress is shared through data input and at pathways meetings.</p>	
Remainder	£16410		To be rolled over	