

## Landgate School and College – Sports Grant Funding 2017-2018

1. Summary information					
<b>School</b>	Landgate School and College			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	C&L C&I SEMH SP
<b>Academic Year</b>	2017/2018	<b>Total Sports Grant budget</b>	£9561 7/12 £6829 5/12 = £16,390	<b>Date of most recent Review</b>	31.01.18
<b>Total number of pupils</b>	77	<b>Number of pupils eligible for Sports Grant</b>	39	<b>Date for next internal review of this strategy</b>	28.02.18
<p>The Government has made a commitment to provide additional funding to schools based on the number of pupils in years 1-6. Funding is used to make additional, sustainable improvements to the quality of PE and sport offered by school. These include:</p> <ul style="list-style-type: none"> <li>-Developing or adding to the PE and sport activities that school already offers.</li> <li>-Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.</li> </ul>					
5. Planned Expenditure					
<b>Academic year</b>				<b>2017-2018</b>	
<b>Key indicator</b>					
<p><b>1:</b> 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><b>2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p><b>3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>5:</b> Increased participation in competitive sport</p>					
<b>Desired outcome</b>	<b>Chosen strategy</b> Funds % of allocation Email link	<b>What is the evidence &amp; rationale for this choice?</b>	<b>What are the measures, evidence and impact?</b>	<b>Staff lead and review dates</b>	<b>How do you plan for sustainability and next steps?</b>
Focus 1: break times					
1.1 Support, engage and motivate the least active	Inflatable days x2 days at £600 = £1200	Multiple research of early child development suggests 'rough and tumble' play develops, balance, body	<b>Measures/ Evidence:</b> Staff/ learner evaluation feedback from the sessions. Session observation.	LW <b>December 2017</b> <b>April 2018</b>	Staff/ learners to understand the benefits from 'rough and tumble' play on learners body development and confidence.

<p>learners by providing targeted activities; rough and tumble play/ gymnastics.</p> <p><b>KI:1/4</b></p>	<p><a href="https://www.bounce-n-go.co.uk/">https://www.bounce-n-go.co.uk/</a></p>	<p>awareness and control, muscle strengthening, physical fitness. Inflatable days aim to promote informal, tumble play in a safe environment for learners to explore their body limitations.</p> <p>Gallahue<sup>4</sup> (1993) reminds us that: 'Movement is at the very centre of young children's lives. It is an important facet of all aspects of their development, whether in the motor, cognitive, or affective domains of human behaviour.'</p>	<p><b>Impact:</b> Session observation demonstrates learners are highly engaged, active and showing increased core develop and body confidence. Learner feedback suggests enjoyment of the session, they were physically tired and they would like to repeat the session.</p>		<p>Parents encouraged to support learners to similar activities outside of school including trampoline parks and soft play. Staff to incorporate 'rough and tumble' principles within a lesson/ daily exercise. Learners enjoyment, rather than avoidance of feeling physically exerted/ tired.</p>
<p>1.2 Promote physical activity into the school day through active and high quality playtime provision and activities; trikes.</p> <p><b>KI:1/4</b></p>	<p><b>Playground- Trikes</b> £4-600 each = £2400 (dependence on adaptations required)</p> <p><a href="https://www.missioncycles.co.uk/index.php">https://www.missioncycles.co.uk/index.php</a> or argos</p> <p>Safety helmets £10 x 4 = £40 2 x £15 = £30</p> <p><a href="https://www.argos.co.uk/">https://www.argos.co.uk/</a></p> <p>Covers £20 x 4 = £80 <a href="http://www.halfords.com/cycling/bike-maintenance/bike-storage-solutions/bikehut-all-weather-multi-bike-cover">http://www.halfords.com/cycling/bike-maintenance/bike-storage-solutions/bikehut-all-weather-multi-bike-cover</a></p> <p>locks £19.99 x 4 = £79.96 <a href="http://www.argos.co.uk/browse/sports-and-leisure/bikes-and-accessories/bike-accessories/c:30484/type:security/">http://www.argos.co.uk/browse/sports-and-leisure/bikes-and-accessories/bike-accessories/c:30484/type:security/</a></p>	<p>Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.</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</p> <p>Cycling/ scootering is mainly an aerobic activity, which builds muscle and bone.</p>	<p><b>Measures/ Evidence:</b> Staff/ learner evaluation/ feedback. Playtime monitoring.</p> <p><b>Impact:</b> Learner feedback suggests learners enjoy using the bikes and get 'out of breath'. Staff identify learners show engagement, enjoyment and are physically active. Playtime monitoring identifies that the learners regularly use the bikes to stay active at playtimes.</p>	<p>LW</p> <p><b>April 2018</b></p>	<p>Learners are encouraged to learn to ride a trike in preparation for learning to ride a bike.</p> <p>Whole school aim id for all learners (who are physically capable fo doing so) leave landgate being able to ride a bike and with a level of 'bikeability'.</p>
<p>1.3 Promote physical activity into the school day through active</p>	<p><b>Assorted Scooter Boards and Paddles</b></p> <p>£649.95</p>	<p>Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.</p>	<p><b>Measures/ Evidence:</b> Staff/ learner evaluation/ feedback. Playtime monitoring. PE data.</p>	<p>LW</p> <p><b>April 2018</b></p>	<p>Learners are encouraged to learn to ride a bike/ scooter in preparation for learning to ride a bike.</p>

<p>and high quality playtime provision and trikes, activities, scooters, bikes.</p> <p><b>KI:1,2, 5</b></p>	<p><a href="http://www.tts-group.co.uk/assorted-scooter-boards-and-paddles/1006439.html?catid=Primary%3APE%3AAgility_Balance_%26_Coordination">http://www.tts-group.co.uk/assorted-scooter-boards-and-paddles/1006439.html?catid=Primary%3APE%3AAgility_Balance_%26_Coordination</a></p> <p><b>Storage</b> x 3 £16.99 = £50.97</p> <p><a href="http://www.tts-group.co.uk/search?q=scooter">http://www.tts-group.co.uk/search?q=scooter</a></p> <p><b>Special Offer - 2 x Rabo Maxi Scooters</b> £262.70</p> <p><a href="https://www.ypo.co.uk/product/detail/D42014">https://www.ypo.co.uk/product/detail/D42014</a></p> <p><b>Trike Red - 3-7 Years</b> 2 x £135.20 = £270.40 <a href="https://www.ypo.co.uk/product/detail/D46728">https://www.ypo.co.uk/product/detail/D46728</a></p> <p><b>Loopy Red - 4-10 Years</b> 2 x £131.85 = £263.70 <a href="https://www.ypo.co.uk/product/detail/D40070">https://www.ypo.co.uk/product/detail/D40070</a></p> <p><b>Bikes</b> 2 x £119.99 (mountain) = £239.98 <a href="http://www.argos.co.uk/search/childrens-bikes/category:33009499/age-range:7%252D9-years/">http://www.argos.co.uk/search/childrens-bikes/category:33009499/age-range:7%252D9-years/</a></p> <p><b>Helmets</b> 2 x £12.99 = £25.98 <a href="http://www.argos.co.uk/search/helmet/">http://www.argos.co.uk/search/helmet/</a></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.</p> <p>Riding a <b>bike</b> or a <b>scooter</b> will help your child work on coordination, endurance and overall strengthening.</p>	<p><b>Impact:</b> Learner feedback suggests learners enjoy using the equipment and get 'out of breath'. Staff identify learners show engagement, enjoyment and are physically active. Playtime monitoring identifies that the learners regularly use the bikes/ scooters to stay active at playtimes.</p>		<p>Whole school aim id for all learners (who are physically capable doing so) leave Landgate being able to ride a bike and with a level of 'bikeability'.</p>
<p>1.4 Promote physical activity into the school day through active and high quality playtime provision and</p>	<p><b>Football nets</b> £49.96 x 2 = £99.92 <a href="https://www.stadia-sports.co.uk/garden-football-goals.html">https://www.stadia-sports.co.uk/garden-football-goals.html</a></p>	<p>Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.</p> <p>Playtime monitoring identifies learners enjoying playing</p>	<p><b>Measures/ Evidence:</b> Staff/ learner evaluation/ feedback. Playtime monitoring.</p> <p><b>Impact:</b> Learner feedback suggests learners enjoy playing football.</p>	<p>LW <b>April 2018</b></p>	<p>Learners are prepared for their next steps in learning, by being provided with increased opportunities for team game.</p> <p>Learners aspirations are raised as they are able to participate in team games.</p>

<p>activities, including team games (competitive).</p> <p><b>KI:1,2, 5</b></p>		<p>'football' and use tyres as football posts.</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.</p>	<p>Staff identify learners show engagement, enjoyment and are physically active.</p> <p>Playtime monitoring identifies that the learners regularly use the nets to stay active at playtimes.</p>		<p>Learners develop social and communication skills.</p>
<p>1.5Promote physical activity into the school day through active and high quality playtime provision and activities</p> <p><b>KI:1,2,5</b></p>	<p><b>Creative play</b> Outdoor gym equipment</p> <p>£4,800</p>	<p>Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.</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.</p>	<p><b>Measures/ Evidence:</b> Staff/ learner evaluation/ feedback. Playtime monitoring. PE data.</p> <p><b>Impact:</b> Learner feedback suggests learners enjoy using the equipment and get 'out of breath'. Staff identify learners show engagement, enjoyment and are physically active. Playtime monitoring identifies that the learners regularly use the gym equipment to stay active at playtimes.</p>	<p><b>DW/ LW</b> April 18 to be installed (evaluate impact following this) June 18)</p>	<p>This fixed outdoor equipment should have longevity and be accessed by all age groups on primary.</p>
<b>Focus 3: Classroom Activity</b>					
<p>3.1 Increase daily exercise through access of a trampet.</p> <p><b>KI:1, 4</b></p>	<p><b>Trampets</b> x 7 (1 per class) 7 x £29.99 <b>= £209.93</b></p> <p><a href="http://www.argos.co.uk/product/6049481">http://www.argos.co.uk/product/6049481</a></p>	<p>Trampets increase physical strength, coordination and fitness, alongside additional benefits of getting learners ready to learn.</p> <p>Trampets (up and down movement) support learners self-regulation, particularly those who have sensory processing difficulties.</p>	<p><b>Measures/ Evidence:</b> Learner voice Learning walks Learner achievement and progress data</p> <p><b>Impact:</b> Data indicates learners are on target to achieve their aspirationally challenging targets because they are alert and ready to learn. Learner voice suggests learners enjoy using the trampet to be physically active and get ready to learn.</p>	<p>LW <b>April 2018</b></p>	<p>Trampets are available all day, every day for learners to access short bursts of high activity, improving their readiness to learn, physical fitness and strength.</p>

			Learning walks suggest learners are regularly using trampets to increase physical activity and getting ready to learn.		
3.2 Increase daily exercise through access of parachutes (cross curricular activities/ getting ready to learn)  <b>KI:1</b>	<b>Parachutes</b> 8 x £8.50 = £68  <a href="https://www.ypo.co.uk/product/detail/295310">https://www.ypo.co.uk/product/detail/295310</a>  1 x £53.58  <a href="https://www.ypo.co.uk/product/detail/295299">https://www.ypo.co.uk/product/detail/295299</a>	Benefits of parachute play include:  Encourages cooperation Strengthens upper torso Non-competitive Differing abilities are non-issue Develops a sense of rhythm Promotes social interaction Enhances language development  Learners can use the parachute cross curricular.	<b>Measures/ Evidence:</b> Learner/ staff voice Learning walks Learner achievement and progress data  <b>Impact:</b> Parachutes are used at least twice weekly to encourage readiness to learn, increased engagement, physical activity, social interaction and body strengthening.	LW <b>April 2018</b>	Parachutes are available all day, every day and have a long shelf life. Learners to access short bursts of high activity, improving their readiness to learn, physical fitness and strength.
<b>Focus 4: Outdoor Education/ Learning</b>					
4.1 Provide opportunities for increased participation in outdoor education/ learning.  <b>KI: 1, 2, 4</b>	<b>Walking, Foraging, hiking, map reading, orienteering, accessing the outdoors.</b>  Waterproof clothing, fleeces, hats, gloves, foldable mats, rucksacks, dry bags, wellingtons, storage (including shed, rack, clothes rail and plastic tubs).  <b>Muddy faces, Argos, TTS- see requisitions for details</b>  = £4008.44	Appropriate and protective outdoor clothing and equipment would ensure learners have increased opportunities in all weather to enjoy, learn and develop fitness in the outdoors.  Outdoor learning contributes to smarter, safer and healthier learners (education. Gov. scot)  2016-17 data suggests learners require increased focus in Science (KS2).	<b>Measures/ Evidence:</b> Learning/ environment walks. Staff/ parent/ learner voice Lesson observations Work sampling/ earwig evidence Learner data (achievement and progress)  <b>Impact:</b> Learner voice identifies learners enjoy the different outdoor education learning opportunities. Data indicates learners make exceptional progress in outdoor learning (including Geography, Science, PE).	LW <b>April 2018</b>	By purchasing a range of sizes will allow access for all and promote fitness among the 'overweight' learners.  Through the effective storage of the clothing and equipment, it will ensure easy access and longevity.  The outdoors will always be here.
<b>Focus 5: Swimming</b>					
5.1 Swimming aids  <b>KI: 1, 4</b>	<b>Water floats, swimming aids, water play toys.</b>  <b>Davies sports</b>  =£710	Learners across primary access at least biannual swimming sessions (termly approx. 6 weeks each time). Learners develop their water confidence and skill through	<b>Measures/ Evidence:</b> Swimming monitoring/ observations . Learner/ staff and parent voice Staff/ parent/ learner voice Learner data (achievement and progress)	LW <b>April 18</b>	Learners access regular swimming sessions will develop the lifesaving skill.

		play/ structured sessions which is enhanced by purposeful resources.	<b>Impact:</b> Learner voice identifies learners enjoy swimming and development skills and confidence. Data indicates learners make exceptional progress in swimming.	
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Focus	Cost	% allocated	Impact review
1.1	£1200	7%	Ordered
1.2.	£2650	16%	Ordered
1.3	£1763.68	11%	Ordered
1.4	£100	1%	Ordered
1.5	£4800	29%	Ordered/ final costing still to be confirmed
3.1	£210	1%	Ordered/ arrived and in use
3.2	£121.58	1%	Ordered
4.1	£4008.44	24%	Ordered Shed building/ flagging costs still to be confirmed (may be additional to this amount)
5.1	£710	4%	Ordered
<b>Total</b>	<b>£15,563.70</b>	<b>94%</b>	
<b>Remainder</b>	<b>£826.30</b>	<b>6%</b>	<b>Delivery costs/ flagging materials for outdoor learning shed to be confirmed</b>

**2017-2018 Sports Grant Evaluation**

Focus Point	Strategy rationale	Impact
1.1 Support, engage and motivate the least active learners by providing targeted activities; rough and tumble play/ gymnastics.  <b>KI:1/4</b>	Multiple research of early child development suggests 'rough and tumble' play develops, balance, body awareness and control, muscle strengthening, physical fitness. Inflatable days aim to promote informal, tumble play in a safe environment for learners to explore their body limitations.  Gallahue <sup>4</sup> (1993) reminds us that: 'Movement is at the very centre of young children's lives. It is an important facet of all aspects of their development, whether in the motor, cognitive, or affective domains of human behaviour.'	Staff and learners over time have seen the benefits from 'rough and tumble' play on learners' body development and confidence, for example the development of muscles to support writing stamina. Parents encouraged to support learners to access similar activities outside of school, suggestions in school homework menus. Staff to incorporate 'rough and tumble' principles within a lesson/ daily exercise. Learners enjoy physical activity, this supports learners feel more energetic if tired.
1.2 Promote physical activity into the school day through active and high quality playtime provision and activities; trikes.  <b>KI:1/4</b>	Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.  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  Cycling/ scootering is mainly an aerobic activity, which builds muscle and bone.	Learner feedback suggests learners enjoy using the bikes and get 'out of breath'. Staff identify learners show engagement, enjoyment and are physically active. Playtime monitoring identifies that the learners regularly use the bikes to stay active at playtimes. 'Cyclarity' club has been accessed by identified learners throughout the year, with support from the Occupational Therapist learners have had 'pre-cycling' strategies to support their physical movement. Learners have enjoyed accessing the club with their friends and developing road awareness when
1.3 Promote physical activity into the school day through		

<p>active and high quality playtime provision and trikes, activities, scooters, bikes.</p> <p><b>KI:1,2, 5</b></p>		<p>cycling e.g. looking over their shoulder before overtaking their friend on the school playground.</p>
<p>1.4 Promote physical activity into the school day through active and high quality playtime provision and activities, including team games (competitive).</p> <p><b>KI:1,2, 5</b></p>	<p>Learner Voice identifies learners would like more activities/ resources on the playground to keep them active and 'have fun'.</p> <p>Playtime monitoring identifies learners enjoying playing 'football' and use tyres as football posts.</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.</p>	<p>Learner feedback suggests learners enjoy playing football. Staff identify learners show engagement, enjoyment and are physically active. Playtime monitoring identifies that the learners regularly use the nets to stay active at playtimes. Developments to Playtime options for learners include that learners now access the discovery suite playground to play football and can utilise the football nets.</p>
<p>3.1 Increase daily exercise through access of a trampet.</p> <p><b>KI:1, 4</b></p>	<p>Trampets increase physical strength, coordination and fitness, alongside additional benefits of getting learners ready to learn. Trampets (up and down movement) support learners self-regulation, particularly those who have sensory processing difficulties.</p>	<p>Trampets are available all day, every day for learners to access short bursts of high activity, improving their readiness to learn, physical fitness and strength. Learners have access to the trampets throughout lessons such as mathematics and jumping, counting aloud in 2s, 5s, 10s. Trampets are available in every classroom and in the outdoor area.</p>
<p>3.2 Increase daily exercise through access of parachutes (cross curricular activities/ getting ready to learn)</p> <p><b>KI:1</b></p>	<p>Benefits of parachute play include:</p> <ul style="list-style-type: none"> <li>Encourages cooperation</li> <li>Strengthens upper torso</li> <li>Non-competitive</li> <li>Differing abilities are non-issue</li> <li>Develops a sense of rhythm</li> <li>Promotes social interaction</li> <li>Enhances language development</li> </ul> <p>Learners can use the parachute cross curricular.</p>	<p>Parachutes are available all day, every day and have a long shelf life. Learners to access short bursts of high activity, improving their readiness to learn, physical fitness and strength. Parachutes are available in cross-curricular subjects such as Science, English and promote communication skills. Learners access the parachute during playtimes. All abilities can use the parachute and strengthen their upper torso.</p>
<p>4.1 Provide opportunities for increased participation in outdoor education/ learning.</p> <p><b>KI: 1, 2. 4</b></p>	<p>Appropriate and protective outdoor clothing and equipment would ensure learners have increased opportunities all weather to enjoy, learn and develop fitness in the outdoors.</p> <p>Outdoor learning contributes to smarter, safer and healthier learners (education. Gov. scot)</p> <p>2016-17 data suggests learners require increased focus in Science (KS2).</p>	<p>After purchasing a range of sizes, all learners can access the outdoors all weather, this also promotes fitness among the 'overweight' learners.</p> <p>Through the effective storage of the clothing and equipment, it will ensure easy access and longevity.</p> <p>The outdoors will always be here.</p> <p>Learners appreciation of the environment is developing, it positively impacts on mindfulness and relaxation as well as seeing the beautiful local areas. Learners' mental health and wellbeing is impacted positively as there is a sense of achievement through being resilient and completing a walk.</p>

<p>5.1 Swimming aids</p> <p><b>KI: 1, 4</b></p>	<p>Learners across primary access at least biannual swimming sessions (termly approx. 6 weeks each time). Learners develop their water confidence and skill through play/ structured sessions which is enhanced by purposeful resources.</p>	<p>All learners access regular swimming sessions, this develops their lifesaving skill. Learners regular access to swimming lessons impacts positively on their mental health and wellbeing, the sense of achievement when they swim further than the previous week/ without armbands is celebrated through Class Dojo and achievement assemblies.</p> <p>Learner progress with swimming has been captured through Landgate Swimming learning ladders, these have shown that learners have made exceptional progress in swimming this academic year, learners who are off target have been identified and support put into place through Pathways to Success.</p>
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