

Impact of Sports Funding 2020/21

<i>Key Indicator Intent</i>	<i>Implementation</i>	<i>Impact</i>
Increased confidence, knowledge and skills of all staff in teaching and assessing PE and sport.	<ul style="list-style-type: none"> • Staff took part in online Zoom sessions about various sporting activities that could be done at home during lockdown. • West Ham Foundation staff supported PE lessons for teachers needing confidence boost. • Specialist coaches taught a half-term of lessons with class teachers to increase knowledge. • Ideas for lesson plans, schemes of work and assessment materials handed out to staff. 	Staff report feeling more confident in their ability to teach and assess particular areas of P.E which in turn leads to better outcomes for pupils.
The engagement of all pupils in regular physical activity.	<ul style="list-style-type: none"> • Two hours of weekly PE timetabled. • A number of extra-curricular opportunities run by PTC Sport were made available to children in every year group bubble free of charge in the summer term. • 5-a-day Fitness introduced. 	Children report enjoyment of PE and new skills and knowledge in new areas. They report feeling fitter after certain units of work. Gold TfL STARS award maintained.
Broader experience of a range of sports and activities offered to all pupils.	<ul style="list-style-type: none"> • A number of extra-curricular opportunities run by PTC Sport were made available to children free of charge. • Specialist coaches to lead/support teaching of sport and well-being (Year 1 – Dance, Year 2 – Funtrition, Year 3 – Karate, Year 4 – Netball, Year 5 – cricket, Year 6 - basketball) • Varied activities available at lunchtimes through sports leaders and midday staff lead activities. • During ‘Well-being Week’ children participated in new sports such as handball, kabaddi, lacrosse, Zumba, rhythmic gymnastics, Bollywood dancing and golf, as well as various Olympic and Paralympic sports such as sitting volleyball and blind football. 	Teachers reported an increase in skills developed in key areas through coaches’ expertise. Pupils report enjoyment of the week. Links made with local sports clubs with some children attending sessions outside of school hours. Middays report better behaviour at lunchtime when activities are available and children are less likely to be alone.
The profile of PE and sport is raised across the school as a tool for whole school improvement.	<ul style="list-style-type: none"> • Regular class assemblies on school and world sporting competitions and sportspeople, as well as active travel events. • Sports leaders developed to lead activities within their classes and across the school during PE lessons and break times. • Displays promoting learning, clubs, competitions and active travel put up. 	Children are more aware of sport in the school. Parents agree that there are lots of clubs available to children. Behaviour of children is better for those involved in clubs and activities leading to better performance and behaviour in class.
Increased participation in competitive sport.	<ul style="list-style-type: none"> • Year groups to host competitions at the end of a unit of work. • Continue with annual sports day but with a greater range of activities. • No cross-school competitions due to COVID. 	Children miss having the chance to compete against other schools. They reported not enjoying the virtual competitions – uptake was poor.