



Holbeton Primary School 'Inspire to Achieve' Impact report

PROVISION	IMPACT	MEASURED BY	EVIDENCE	EVIDENCE OF PROGRESS	ACTION PLAN
<p>SPORT ACTIVE CLUBS</p> <ul style="list-style-type: none"> • Opportunities for children who are unable to attend before or after school physical activity clubs. • Structured lunchtime multi skill clubs, engaging children during less structured time. 	Increased participation	Number of pupils attending over time.	Registers & school portal	<p>Below are attendances for the term so far:</p> <p>Autumn term to date: Stay active lunch club is now ran by our sports council which has been formed this term.</p> <p>Autumn term to date: Netball after school club: Out of all available places only 5 have been filled which is only 25% of the booking capacity.</p>	Do feedback sheets for popular activities for next half term clubs.
	Increased range of activities	Difference between range of activities delivered now compared to PE funding.	School portal & SLA		Discuss with teachers about a targeted lunch club to measure the impact.
	Improved pupil attitude towards PE, Physical Activity	Shift in pupils' attitude towards PE and physical activity.	Pupil feedback sheets & register attendance		Promote school funded club to maximise the numbers

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<p>CURRICULUM SUPPORT</p> <ul style="list-style-type: none"> School led, collaborative partnership model. Reporting pupil progress and achievement each half term. Access to a structured Scheme of work and records on personalised school portal. Local and national quality assurance and on-going quality improvement strategy. 	<p>Attainment</p> <p>Improved pupil attitude towards PE</p> <p>Increased range of activities</p>	<p>Difference in attainment results from start to end of the year.</p> <p>Shift in pupils' attitude towards PE and physical activity.</p> <p>Difference between range of activities delivered now compared to pre funding.</p>	<p>Pupil Assessments on school portal.</p> <p>Pupil feedback sheets & register attendance School portal & SLA</p>	<p>KS1: The overall assessments focusing on competency for Spring term 1 look like so: 10% (2) are emerging, 15% (3) are establishing, 25% (5) of the class are 'expected', 35% (7) are 'exceeding' and 15%(3) are excelling.</p> <p>Whilst focusing on the active and healthy factors, 5% (1) are emerging, 10% (2) are establishing, 50% (10) are expecting and 35% (7) exceeding.</p> <p>KS2: The overall assessments focusing on competency for Spring term 1 look like so: 0% are emerging, 12% (2) are establishing, 47% (8) of the class are 'expected', 29% (5) are 'exceeding' and 12% (2) are excelling.</p> <p>Whilst focusing on the active and healthy factors, 0% are emerging, 24% (4) are establishing, 65% (11) are expecting, 12% (2) exceeding and 0% are excelling.</p> <p>Other factors can be seen on the school portal.</p>	<p>Work towards all children being on expected on all care descriptors by focusing on those children who aren't on that level.</p> <p>Focus clubs for the children that are emerging or establishing.</p> <p>Recommend extra-curricular clubs to increase competency and engagement.</p>



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<p>INSPIRE TO COMPETE</p> <ul style="list-style-type: none"> Helps select and prepare teams for inter school competitions. Encourages links with local community clubs to create pathways and smooth transition for children. 	Increased no. Pupils engaged in competition	Difference between attendance figures at the start and end of the programme.	Registers and report.		
	Improved pupil attitude towards PE& sport	Shift in pupils' attitude towards PE and physical activity.	Pupil feedback sheets & register attendance		

Other areas of impact which can be supported, but impact must be measured by school, are:

- Improved behaviour / reduced number of incidents
- Attendance
- Attitude towards learning in class
- Improved social skills
- Advertisement for extra - curricular activity: as a result of poor numbers this term.
- Extra support for low ability students to increase confidence and social skills.
- Highlight the importance of team work.

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