

‘Evidencing Impact and Accountability’

Amount of Grant Received – £ 18,400 Date: September 2017 – March 2018 Please note the results are currently only up to June 18.

Area of Focus <i>Including the 7 key factors to be assessed by Ofsted</i> (Our ‘RAG’ Rating)	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of how our funding will be used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Maintaining high levels of involvement in competitive school sports <i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i>	<ul style="list-style-type: none"> Schools own data / registers SGO Calendar of events / fixture lists School Games Kite Mark 	<ul style="list-style-type: none"> Engage with our School Games Organiser (SGO) Engage more staff / parents / volunteers / young leaders Coach employed to assist with the teams and attend competitions Additional morning clubs to encourage more involvement in sports Continue to build contacts with local clubs to provide additional coaching and taster sessions 	<ul style="list-style-type: none"> Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions Aim for more than 80% of KS2 children to represent the school in a competition or festival. Aim for 90%+ of SEND and PP children to represent the school in a competition or festival Attend new competitions available 	£4000	<ul style="list-style-type: none"> We have attended 40 competitions and have built up new contacts at Luckley House School. We have entered all competitions available in Bracknell Forest and these have included A, B and C team opportunities. Between Sep-June 2018 90% have taken part in a festival or competition. 100% of KS1 have also attended a festival and 25% attended more than one. We have been selected for the Berkshire School Games for 2 competitions and came 1st in the Year 3-4 football and 2nd in the Orienteering against all of Berkshire. 92 of children enjoy PE (a 4% increase since 15-16) So far 96% off PP children and 96% of SEND children have had the opportunity to represent the school through sporting events. Impact on attainment in PE will be updated at the end of the year July 2018.

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<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • Attendance at PE Forums • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships with BFBC • Attend local PE subject leader meetings • Attend network meetings • Staff to attend network training sessions in sports. • Reviewing PE across the school and application of Sainsbury’s School Games Kite Mark 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement • Working with other schools to provide friendly competition and festivals • Additional coaching available • Training opportunities for staff and children to be undertaken. 	<p>£ 1960</p>	<ul style="list-style-type: none"> • Staff lunchtime training has continued and children continue to be engaged with activity at playtimes. Staff are more confident in delivering and monitoring activities. • So far we have attended 40 competitions and have built up new contacts at Luckley House School. • Between Sep-June 2018 90% have taken part in a festival or competition. • Children have had the chance to attend festivals aimed at improving skills and friendly competition, e.g. cricket skills. This has resulted in children then deciding to join new clubs to carry on the sport. • The sharing of good practice across the Local Authority – for monitoring, assessment, expenditure, teaching. • We received our 3rd Gold kite mark for 2016-2017 and are working towards Gold again for 2017-2018.
<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p>	<p>Evidence</p> <p>(Sign-posts to</p>	<p>Action Plan</p>	<p>Effective Use of the Funding</p> <p>(Summary of what our funding will be used for,</p>	<p>Funding Breakdown</p>	<p>Impact</p> <p>(The difference it has made / will make)</p>

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(Our ‘RAG’ Rating)	our sources of evidence)	(Based on our review, key actions identified to improve our provision)	including effective uses identified by Ofsted*)	(How much spent on each area)	
Development of PE within the curriculum	<ul style="list-style-type: none"> • Observations • Increased attainment in PE • Monitoring of assessment • Increased mastery in PE 	<ul style="list-style-type: none"> • Continue to enhance teaching of REAL PE programme • Teaching of REAL PE reviewed • CPD staff training for the school • Assessment of REAL PE reviewed • Monitoring of attainment in PE • New staff to be trained 	<ul style="list-style-type: none"> • Attend local training for the development of the REAL PE programme • Employment of a specialist coach • Review resources to help with the teaching of PE 	£1090	<ul style="list-style-type: none"> • Teachers have had additional training including in REAL PE which has meant new teachers have been bought up to date with our curriculum and can now more confidently deliver the PE lessons. • Children have had additional training opportunities before competitions e.g. athletics, netball. • A staff meeting in planned for June to review the teaching of REAL PE and continue to develop staff confidence. • Impact on attainment in PE shows 90+% in every year group are meeting expectations (except one year group at 72%) Most year groups have 94+% of children making good progress. • We have had success in a range of competitions so far; <ul style="list-style-type: none"> 1st places – football, orienteering, Yr 3-4 cricket Berkshire School games football 2nd places – cycling, girls football, (girls) swimming 3rd places – kurling, cycling

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<p>Development of playground activities and Healthy Champions Club</p>	<ul style="list-style-type: none"> • Observations • Pupil and parent voice • Survey • Discussions with lunchtime staff • School council 	<ul style="list-style-type: none"> • Ensure the playground continues to be developed • New activities are introduced • Any new staff trained • A new Healthy Champions club to be established 	<ul style="list-style-type: none"> • Any equipment needed purchased and integrated • Development of games and use of equipment by staff, young leaders and children • Behaviour during playtimes improves • Children are more aware of being healthy • Self confidence levels raised for the children attending the Health Club 	<p>£1000</p>	<ul style="list-style-type: none"> • We have received a grant to purchase new equipment for the playground. This means more children have the opportunity at the same time to be involved in physical activity. • Buddies have been given more opportunities to deliver active play with the infants. • Self-confidence has been raised with the children attending the Health Club and they are now starting to get more children involved and taking on a leadership role. • Children who have attended the Health Club have shown a steady rate of progression in their skills and ability within activities. • Zoned areas continue to be used on the playground and young leaders help with the activities. • Assistant Heads have confirmed behaviour has improved at lunchtimes, e.g. KS1 have had less children coming in as a consequence. • Specific lunchtime clubs have been successfully run to help support targeted children to develop their skills in social activities and some children have been integrated back on the playground. • The Binfield Outdoor Learning Environment (BOLE) is now well used and resourced within the school. It has developed more cross curricular teaching and helped work with intervention groups.
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<i>Diminishing the difference in P.E.</i>	<ul style="list-style-type: none"> • Observations • Pupil and parent voice • Discussions • Data • Registers of clubs 	<ul style="list-style-type: none"> • Ensure access to clubs for SEND and PP children to diminish the difference in depth of learning • Children and families to be more health aware. • Health activities shared with families • New clubs established to support children 	<ul style="list-style-type: none"> • Specialist staff and coaches to deliver health and wellbeing programmes • Set up of new clubs to be delivered, e.g. yoga and health and wellbeing club. • Activity levels to be reviewed and monitored • Mindfulness activities introduced 	£4500	<ul style="list-style-type: none"> • A club has been set up to help develop the confidence and abilities of children in KS2. The impact has been a steady progression in their skills and abilities of the activities and the club is now being opened up to more children for the initial group to lead. • The yoga club has now been running for 2 groups and the impact has been very positive, with children, parents and teachers noticing a positive impact on children's concentration, co-ordination and willingness to learn. • A group of staff have been on a well-being course and started a well-being focus group. The whole school have started introducing mindfulness every day in their classroom. Feedback from staff is that it is having a positive impact and the activities shared are well received. This will be continued to be monitored over the Summer Term. • As part of the well-being group a parent group will be set up over the summer term to look at mindfulness and how to use it within the family.

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<p>High quality teaching of PE</p>	<ul style="list-style-type: none"> • Observations • Discussions • Data • School Council 	<ul style="list-style-type: none"> • Monitor teaching of PE and support staff to improve quality of practice, for example those new to Real PE • Clubs set up to support targeted children • Monitoring of attainment - more children to reach mastery in PE so that the percentage of children exceeding matches or is higher than the core subjects • Key skills are embedded in Key Stage 1 and 2 • Levels of engagement measured 	<ul style="list-style-type: none"> • Specialist staff and coaches to deliver health and wellbeing programmes • Set up of new clubs to be delivered • Activity levels to be reviewed and monitored 	<p>£2850</p>	<ul style="list-style-type: none"> • Observations have confirmed good teaching of PE. This will continued to be monitored in the Summer Term. • Engagement within lessons observed was good. • 92%of children said they enjoy PE in Key Stage 2 (a 4% increase since 2015-2016) • A club to target children who need support in developing their skills has been running this year and these children have all made good progress and they feel they have developed confidence in PE. They have then shared these skills with other children and become leaders in skills. • Impact on attainment in PE shows 90+% in every year group are meeting expectations (except one year group at 72%) Most year groups have 94+% of children making good progress.
<p>To improve and evaluate the mental health and well-being of the school community.</p>	<ul style="list-style-type: none"> • Well-being accreditation award. • Discussions • Pupil voice • Audits • Training evaluation 	<ul style="list-style-type: none"> • Audit and monitor well-being of the school • Develop and embed well-being strategies for the school • Define/write a vision of well-being • Share practice with other schools 	<ul style="list-style-type: none"> • Jenny Mosley well-being • 12 month project to be started and embedded in the school • Review meetings with other schools • Well-being levels of everyone to be monitored • Mindfulness strategies to be embedded for pupils and staff. 	<p>£3000</p>	<ul style="list-style-type: none"> • We have started the Jenny Mosley project. Some staff have had training and resources have been purchased. • Mindfulness has started to be more embedded across the school for pupils and staff. • A focus group for well-being and mindfulness has started and a group for children and adults is in the process of being set up. • This project will continue over the summer term and next year to develop a whole school well-being strategy and have it well embedded in the school.

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Sustaining Sports within school beyond Sports Premium Funding: Leaders of the school place high priority on sport and physical activity. PE, Games and Health related activities are well-embedded within the curriculum. This high status would not diminish with a reduction in funding. Staff and TAs have been trained to lead a range of sporting activities and these skills are now well embedded. Capacity is strong to continue to deliver these. Furthermore, good links have been made with other local schools and clubs so that competitions could still take place, as well as, in-house led activities. The school has the capacity to continue to deliver playground activity training from within its own staff. This will enable lunchtime and playtime activities to continue to be developed and new staff and pupils to be trained effectively. Capacity has also been built with staff being trained in delivering 'Real PE' and this could be cascaded to any new staff in-house. Our PE leader has worked with the Bracknell Schools Sports Partnership to develop her expertise and continue the work within school. The Gold Games Mark is recognition of sustained high performance in this area.

Swimming Data for Year 6.

Our children swim in Year 4 and some have had top up lessons over the term to help complete the National Curriculum Standards.

95% of children have met the National standards of swimming.

We have worked to improve our results. We now swim at a different venue and are given more comprehensive information regarding the children and their abilities.