

SCHOOLS IMPACT REPORT

2021 - 2022



Name of School	D'Eyncourt Primary School						
School Engagement Data	Total number of pupils engaged	Total number of sessions	Number of attendees at Lunch-Time Intervention Club	Total Sessions (Lunch, PE, After-School, Additional)	Content Delivered	Teachers receiving CPD	Additional
	360	273 Sessions Mon & Wed (Inc. lunch clubs, PE lessons & after school clubs)	15- KS1 15- KS2 Wolfie's workout	1 lunch club PM- 2 PE lessons 1 after school club	Teacher CPD After School Clubs	2	Lunch time club interventions through Wolfie's workout activities where pupils were selected by the school to improve their fundamental movement skills.
Pupil Engagement Data	Male		Female		BAME		Pupils with a disability
	60%		40%		55%		15%
Sport Premium Key Indicators	Key Indicator 1 <i>The engagement of pupils in regular physical activity</i>						
	Action				Evidence & Suggested Next Steps		
	<ul style="list-style-type: none"> For both year groups we have been aiming for at least 70% of active engagement time. 				<ul style="list-style-type: none"> Sessions delivered including teambuilding, invasion games, fundamental based games, net and wall, throwing and catching as well as dance and gymnastics. 		

- Providing all year groups the opportunity to engage within the lesson.
- Lunch time club there is a number of different sports and activities focusing on fundamentals which allows the children to participate to increase physical activity.

- Contact hours contact time during all activities delivered across lunchclub, PE and afterschool club.
- SuperMovers featured at end of every assembly including educational and 'just for fun' videos.
- Suggested next steps- in the next academic year I think it is important that we can offer more interventions and workshops as teacher CPD has consistently been delivered over the last few years. It is important that we can support pupils who lack competence and confidence in themselves and these things would really benefit the school.


Key Indicator 2

The profile of PE and sport being raised as a tool for whole school improvement

Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> • Lunch time club a selected number of pupils from KS1 and KS2 are involved in a Wolfie's Workout workshop designed to help pupils improve their fundamental movement skills. • Autumn Fair raised the profile of sport in the school with the Wolves mascots Wolfie and Wendy helping to promote PE and sport with a variety of sports tournaments on the day. 	<ul style="list-style-type: none"> • Use of PSHE workshops such as teamwork and resilience to help further the knowledge of the students, allowing a greater impact. • This has positively benefited the pupils as these workshops have helped them develop an understanding on the importance of these topic areas as well as applying these practically in day-to-day life. • It is important that we deliver more workshops (such as healthy eating, hydration, emotions etc.) within the next academic year as this will help develop pupils social and emotional skills and help support their health and wellbeing.

Key Indicator 3

Increased confidence, knowledge and skills of staff in teaching PE & School Sport

Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> • The 2 teachers received 6 to 12 weeks of mentoring & CPD. • Sharing and co-completion of lesson plans and evaluations. • Offering of places on FA Primary Teacher Award. • Teachers feel more confident in delivering PE with gathering an indepth knowledge on differentiating lessons to their classes. • Teachers worked closely with Wolverhampton Wanderers Foundation coaches to work on skills that teachers identified through conversation with the 	<ul style="list-style-type: none"> • Linking to the medium plan set with the teachers we looked to link gymnastics lessons to Thinking and social and emotional skills. As we identified we would like the class to interact a little more but also think creatively in gymnastics. 

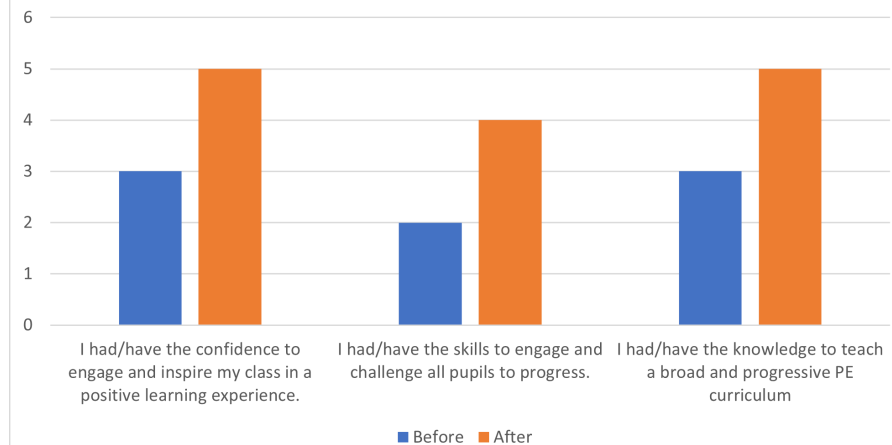
coaches.

Mr Hartley has benefited from this teacher CPD as after a whole term of CPD on the delivery of teambuilding, he has:

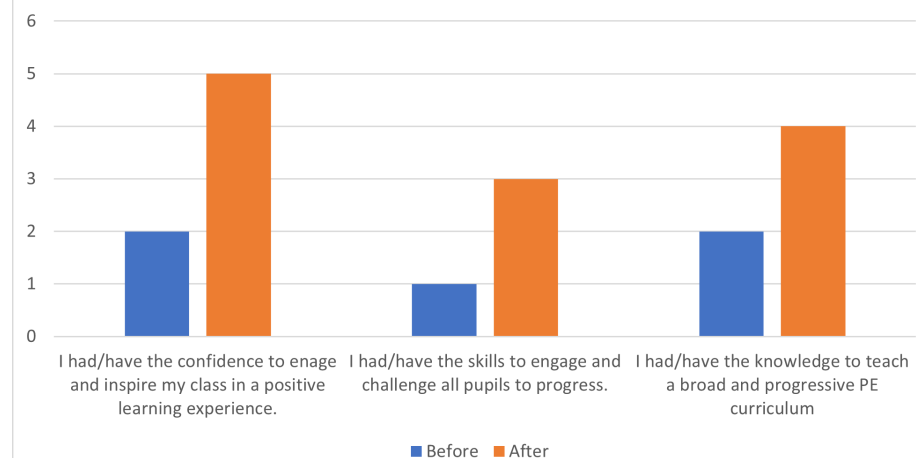
- developed his confidence in areas such as engaging and challenging pupils further in lessons.
- he now also has a better of the PE curriculum for key stage 2 and can plan and deliver sessions which are specific to the national curriculum.

Miss Harris has really benefitted from the Teacher CPD. To begin with she lacked a lot of confidence in delivering PE and struggled to keep her group engaged. After a few sessions of CPD, she got to know her students ability physically and mentally in PE and really got to know how to engage each pupil.

Mr Hartley CPD & Mentoring Result



Miss Harris CPD & Mentoring Result



Key Indicator 4

Broader experience of a range of sports and activities offered to pupils

Action	Evidence & Suggested Next Steps
<ul style="list-style-type: none"> • Curriculum PE lesson with the delivery of gymnastics, dance, fundamentals, teambuilding, net & wall and athletics throughout the year • Year 1/2P&H- Fundamentals • Year 3/4C – Invasion Games • Year 5/6H – OAA/Teambuilding • Year 3/4C- Netball • Year 5/6H- Net & Wall • Year 1/2B- Striking & Fielding • Year 3/4T- OAA • Year 5/6P- Dance • Year 5/6K- Gymnastics • Year 1/2B- Gymnastics • Year 3/4T- Dance • Year 5/6P&K- Net & Wall • ReceptionG&M- Fundamentals (ball skills) • Year 3/4B- Net & Wall • Year 3/4C- Athletics 	<p><u>Autumn Term 1</u></p> <ul style="list-style-type: none"> • Year 1/2P&H- Our topic for autumn term 1 was based around the fundamental movements as well as throwing and catching. Pupils from both classes developed an increased competence in movements such as running, skipping, hopping, jumping and side stepping. Pupils also learnt about the 3C's (cup, close, chest) in catching and 85% of the pupils could explain or demonstrate how to perform an overarm and underarm throw. • Year 3/4C- Our focus for autumn term 1 with this group was based around different invasion games, pupils developed an understanding of basic attacking and defending tactics, pupils also developed holistic skills such as communication, leadership and problem solving. 90% of the pupils could explain or demonstrate basic tactics of attacking and defending. • Year 5/6H- Our focus for autumn term 1 was based on OAA and team building skills, where we developed holistic skills such as communication, leadership and problem solving and how this could be linked to a sporting activity. 100% of the participants could explain and demonstrate these skills within lesson. <p><u>Autumn Term 2</u></p> <ul style="list-style-type: none"> • Year 3/4C- In autumn term 2 we focused on netball, specifically looking at the chest pass, bounce pass and shoulder pass. Pupils also developed their knowledge from the previous term on the basic tactics of attacking and defending but they then had to apply this to netball. 90% of the group understood could demonstrate at least 2 of the 3 passes. • Year 5/6H- In autumn term 2 we focused on net and wall games specifically looking and focusing on aiming for targets, incorporating different sports such as tennis & volleyball, working on ball skills such as patting, striking and receiving. 75% of the group could understand and demonstrate striking and receiving skills. <p><u>Spring Term 1</u></p> <ul style="list-style-type: none"> • Year 1/2B- the focus in spring term1 was on striking and fielding particularly focusing on skills needed when fielding such as catching techniques and the long barrier technique. Pupils also had the opportunity to develop their striking skills by using different bats/rackets linking into different sports. 70% of the group fully understood how to demonstrate a long barrier and understood how to strike a ball using a tennis racket. • Year 3/4T- in spring term 1 we focused on Outdoor Adventure Activities (OAA) this included activities such as teambuilding games. Pupils developed their holistic

skills such as communication, leadership and problem solving and how this could be linked to a sporting activity. 100% of the participants could explain and demonstrate these skills within lesson.

- Year 5/6P- the focus with this group was on dance using a range of different scenarios, pupils had to work in groups and using their creativity they had to come up with a dance routine relating their movements to a specific scenario (in this case we scenarios such as a rainforest, different seasons/times of the year). Pupils also had the opportunity to learn the movements and words of the 'haka'. 75% of the group understood the concept of creating a routine linking it to a scenario and also understood and could demonstrate the different moves within the 'haka' routine.
- Year 5/6K- our topic for spring term 1 was on gymnastics, we focused on the different types of balances (front support, back support, side support, arch, dish) as well as point balances. We also focused on the different types of counter/partner balances as well as the different types of jumps (tuck, pike, straddle, star, half/full twist). 90% of the group could successfully understand and demonstrate the different types of balances.

Spring Term 2

- Year 1/2B- in spring term 2 we focused on gymnastics specifically focusing on how to move in different ways getting pupils to use their imagination (demonstrating different animal movements). Pupils also had to create different shapes and letters using their bodies. 85% of the group fully understood how to move in different ways and also understood how to create different shapes and letters using their bodies.
- Year 3/4T- our topic for spring term 2 was on dance, specifically looking at how pupils could use different scenarios, pupils had to work in groups and using their creativity they had to come up with a dance routine relating their movements to a specific scenario (in this case we scenarios such as a rainforest, different seasons/times of the year). 90% of the group understood the concept of creating a routine linking it to a scenario.
- Year 5/6P&K- the focus for both groups in spring term 2 was on net and wall games. Specifically looking and focusing on aiming for targets, incorporating different sports such as tennis & volleyball, working on ball skills such as patting, striking and receiving. 75% of the group could understand and demonstrate striking and receiving skills.

Summer term 1 & 2

- Reception M&G- our focus in summer term was on the different fundamental movements as well as developing ball skills. Pupils developed their fundamentals through a range of different warm up games such as trapdoor, ice and sun etc. Pupils also developed their throwing and catching skills

specifically looking at how to underarm throw a beanbag/ball and how to use the 3 C's (cup, close, chest) to catch a beanbag/ball. 85% of pupils could demonstrate an accurate underarm throw.

- Year 3/4B- in summer term we focused on net and wall games specifically looking and focusing on aiming for targets, incorporating different sports such as tennis & volleyball, working on ball skills such as patting, striking and receiving. 80% of the group could understand and demonstrate striking and receiving skills.
- Year 3/4C- our focus in summer term was on athletics looking at both track and field sports.

Key Indicator 5

Increased participation in competitive sport

Action

Evidence & Suggested Next Steps

- Boys football team who are engaged in competitive friendly fixtures against other schools in the community.
- Girls netball team who are also engaged in competitive friendly fixtures against other schools in the community.

- Attended a Wolverhampton Wanderers Foundation tournament on Friday 11th March and Friday 27th May.
- However, the school has not been referred to any additional sports tournaments so it is important that either the foundation can organise a competitive sports tournament in another sport or whether we can refer the school to large scale regional tournaments such as the 'Black Country Games' or the 'School Games'.

Pupil & Staff Feedback

Before engaging in PL Primary Stars, what did you hope to gain? "Skills to organise lessons in order for all children to make good progress."

What for you has been the most useful parts of the club support in PL Primary Stars? "Support from coaches, explanations of lessons and examples of planning"

In what ways has your class delivery changed since engaging in PL Primary Stars? "Structure of lessons, use of modelling and writing of L. O's"

Mr Pearce Yr 5/6.

What for you has been the most useful parts of the Club support in PL Primary Stars? "Working with coaches and having coaches who listen to questions and give advice".

Has PL Primary Stars had any impact on your skills? "Yes, able to break down units and keep children engaged and learning".

In what ways has your class delivery changed since engaging in PL Primary Stars? "Great attributes and willingness to try"

Mrs Bowater Yr 5/6.

Additional
Comments /
Photo's



2 pupils had the opportunity to go and watch Wolves play against Manchester United and Burnley. They both had won these tickets for their amazing progress within the PLPS and Wolves programme.



During February half term we ran a Holiday Activity and Food camp (HAF) where we put on a range of different activities and games such as invasion, teambuilding and we also put on a range of STEM activities. Pupils who attended the camp were provided with free lunches as part of the 'Feed Our Pack' project at the foundation. This has had a positive impact on the school as pupils who are physically inactive whose families are financially unstable have had the opportunity to stay active during the holidays and be provided with a free meal each day.