



# Dunstable Icknield Lower School



## Sports Premium Grant Expenditure Report 2018-19



### Context of School

Dunstable Icknield Lower is a larger than the average sized lower school situated near the centre of the town. The school is popular and oversubscribed. Children come from diverse backgrounds. The school holds the International Schools Award, Healthy Schools Award and the Effective Early Learning quality assurance mark. In June 2014 we were delighted to become an accredited Values school. The school was judged to be outstanding in May 2011.

The school maintains a very strong commitment to working in collaboration with other schools, the local community and the wider school system. Governors actively seek out new opportunities and developments that will enhance the schools ongoing development. We are part of a small partnership with Studham Lower school, Watling Lower school and Priory Academy.

### Developments so far

- Review of timetables to ensure two hours of quality PE activity each week in all classes
- Reorganisation of PE resources to ensure ease of access, appropriate storage and accessibility
- Whole school CPD for Gymnastics with a specialist teacher teaching gymnastics throughout the school in PE lessons. Children to gain badges for levels they achieve. The times have been extended so all classes in a Key Stage can have the gymnastic lessons each week
- Whole school CPD for multi-sports with a specialist teacher teaching multi-sports throughout the school in PE lessons. The times have been extended so all classes in a Key Stage can have the gymnastic lessons each week
- In house training on getting the gym equipment out safely for NQT's
- Purchase of additional resources
- Two sporting clubs (Gymnastics and tennis) outside of school
- Partnership sports competitions organised
- Playground equipment has been ordered.
- Dance specialist has been coming into school to provide high quality dance teaching.



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### Objectives of Sports Premium

The Sports Premium funding has been considered against the context of the school. As already stated the school is within an urban environment with limited outdoor space and no fields.

Our key objective in using the Sports Premium Grant is to improve the quality and breadth of PE and sport provision by;

- Promoting the engagement of all pupils in regular physical activity -Kick starting healthy active lifestyle
- The profile of PE and sports being raised across the school as a tool for whole school improvement
- Increasing the confidence, knowledge and skills of all staff in teaching PE and sport
- Giving a broader experience of a range of sports and activities offered to all pupils
- Increasing the participation in competitive sport.

By doing this we will ensure that the values of our school are realised in practice. In school we promote productive and healthy living so the children understand how to keep themselves fit. We will encourage them to challenge themselves to achieve in sport, dance, gymnastics, games and general physical activity so as to achieve success both for themselves and for their peers. We create opportunities for the children to be part of a team, and enable them to compete both as a team, but also individually.

We have outlined key principles below:

- All children are valued
- All children can achieve and develop
- Children enjoy taking part in sporting activity in and outside of school
- Staff, pupils and families engage with physical activity
- Staff model the importance of a healthy life style



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- Staff support children to develop 'growth mindsets' towards learning
- Children are motivated and encouraged through rewards
- Success is celebrated in newsletters and on achievement boards

### Teaching and Learning

#### Teachers

- Set high expectations
- Ensure consistent implementation of the non-negotiables, e.g. 2 hours a week of physical activity, appropriate kit and resources
- Establish high levels of engagement and enthusiasm in physical activities
- Share good practice within the school and draw on external expertise

#### Additional Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Recognising and building on children's strengths to further boost confidence (e.g. variety of sports clubs).



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### Funding Priorities 2018-2019 (Costs from May 2018 - July 2018)

**Indicator 1. The engagement of all pupils in regular physical activity - the chief medical officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should in school**

Key actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Healthy living week January	Improve awareness of how to live a healthy lifestyle.	£0	Raised awareness of what makes us healthy	Continue to do a healthy living in lessons and plan in another healthy living week.
Find Playground equipment providers.	To provide a range of activities for children to use on the playground to keep them active. To replace to adventure. The money accumulated from the sports funding which hasn't been spent will go towards creating a more active playground and outside area, to engage all the children in being active.	£7286	More children are engaged and active at playtimes	Use everyday playtime. Look at purchasing more depending on the children's engagement
Plan Cycle for life/ Santa challenge	To encourage children to cycle or scoot to school everyday	£0	Children are coming into school on scooters and bikes	Invite Sustrans to come in and encourage more children to be active on the way to school
Daily movement	Reception and Key stage one, go out and	£0	All children in KS1 and YR engage in	Next steps to see if KS2 can fit



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	have movement every day for 10/15 minutes.		physical activity in the mornings	movement time into their timetable.
PE funding training	Gave ideas to discuss with staff to implement at Ickniel, For example; Pedometers, healthy week for each class, daily mile, movement across the school, Joe Wicks exercise challenge, increased outside learning, supermovers website, active breakfast, big cycle, additional after school clubs, parent and child exercise club. Also take are rcord of who walks, cycles/ scoots to school. Have a focus on improving the amount of children who do this.	£0		

### Indicator 2 The profile of PE and sport being raised across the school as a tool for whole school improvement

Key actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Gym Awards to be ordered in the Summer	Show attainment Gymnastics specialist has given teachers posters to	£TBC	Raise the profile of Gymnastics and give the children	Continue next year.



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term	show the different levels and is assessing the children to see which award they will receive.		something to aim towards.	
Sports relief	To raise awareness of other children's backgrounds through sport.	£0	Children see sport from across the world and link it to their own experiences.	

### Indicator 3 Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Key actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Dance specialist has come in and taught year 4 she is now coming in to work with year 1 and year 2 by the end of the year.	Increase staff knowledge and skills.	£832	Build skills and knowledge of teachers within schools. A staff questionnaire will be sent out at the end of the year	Lesson study and observations
Record the PE specialists in school and upload notes and videos to a shared drive for all to see.	Resources available for all teachers on how to teach variety of subjects.	£0	Up skill staff.	Continue to record all the specialist in all the year groups which can be uploaded and used by all members of staff.



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<b>Indicator 4 Broader experience of a range of sport and activities offered to all pupils</b>				
<b>Key actions taken</b>	<b>Actual Outcomes</b>	<b>Actual Cost</b>	<b>Impact (school, staff, pupils) with Evidence</b>	<b>Sustainability/next steps</b>
Employed a multi-skills specialist to teach Yr1 - Yr4	Build Staff confidence. Teach a variety of sports. Raise attainment of children	£2522	Build skills and knowledge of teachers within schools. A staff questionnaire will be sent out at the end of the year	Continue to employ specialist to improve teachers knowledge and skill base. Teachers to take on parts of lessons to build up knowledge and confidence with the specialist there to guide them.
Employed a Gym specialist to teach Yr1 - Yr4	Build Staff confidence. Teach a variety of sports. Raise attainment of children	£1860	Build skills and knowledge of teachers within schools. A staff questionnaire will be sent out at the end of the year	Continue to employ specialist to improve teachers knowledge and skill base. Teachers to take on parts of lessons to build up knowledge and confidence with the specialist there to guide them.



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Indicator 5 Increased participation in competitive sport				
Key actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Gymnastics competition	Ickniel, Watling, Studham. Year 1 have had a gymnastics competition.	£0	Raise profile of sport in all schools and develop sports with partnership schools	This will become an annual event.
Partnership Sports Day	Ickniel, Watling, Studham. Year 2 have had a sports day, which was enjoyed by all.	£0	Raise profile of sport in all schools and develop sports with partnership schools	This will become an annual event.
Spoke to other schools about starting more competitions	Staff from Ickniel, Watling, Studham all attended agreed to competitions. The year 1 gym competition to take place at	£0	Raise profile of sport in all schools	Contact all partnership schools to organize more events, all involved are looking at dates for Autumn, Spring and Summer.





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	the end of January.			
Discuss the possibility of inter school house competitions	Talk to Head teacher about timetabling house gymnastic competitions	£0	Raise profile of sport in all schools	Arrange a meeting and think about timetabling inter-school sports competitions.

This year (2018/9) our aim is to continue to enhance the PE curriculum by providing 2 hours of PE each week. Further we will ensure that children have quality informal opportunities to play and learn games in their play times. The children will be invited to compete both 'in house' and at local events and external competitions. We are part of a local Sports Partnership.

We ensure that our 'Enrichment and Enjoyment' activities encourage children to learn new games and to practice them with others.

We run a variety of 'out of school' clubs and 'target' any groups who do not engage. Pupil premium children are able to attend a club each term. We sent a letter out to Pupil Premium children stating their entitlement to attend a club for free and this increased Pupil Premium attendance.

We encourage parents to support their children in sporting activities - building on the very successful 'sports days' we have held.

We will also be looking into getting the afPE quality mark.



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Year Group	Project/Item	Cost
Whole School	Multi-skills lessons by outside specialist	£2522
Whole School	Gymnastics lessons by outside specialist	£1860
Whole School	Dance lessons by outside specialist	£832
Whole School	Training	£60
Key Stage 2	Transport to competition	£345
Whole School	Playground adventure	£7286
	<b>Total</b>	<b>£12905</b>

Figures accurate from **May 2018 - December 2018**

	Income received	Income Spent
<b>Total SPG received 2014-15</b>	£4800	£6743



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Total SPG received 2015-16	£9134	£5150
Total SPG received 2016-17	£9158	£5156
Total SPG received 2017-18	£14552	£9448
Total SPG received 2018-19	£7667	£12905
Total	£45311	£39402
SPG remaining	£5908	

The SPG remaining is to fund an overhaul of the playground in line with Key indicator one (the engagement of children in regular physical activity).

### Impact of Sports Premium Spending in 2018-19

The feedback from class teachers shows that the children have made excellent progress and enhanced their learning by learning a variety of new skills, such as;

Children's Progress

#### **Multi-skills**

**Children have learnt to;**

- catch a ball with more technique and co-ordination
- control a hockey stick



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learn games they can continue on the playground  
long over a distance  
work together  
understand how to work as a team  
use different technique for passing a ball and controlling a ball  
control a ball with different parts of their body  
improve their control when holding a tennis racquet and understand the different ways to move a ball with the racquet.

### Gym

#### Children have learnt to;

have a better grasp of the correct terminology used in gym  
be more supple and flexible  
learnt a sequence of movements to perform for an audience  
use a variety of techniques in performing a variety of gymnastic moves  
have a greater understanding of the importance of a warm up and how it effects the body and the way you can perform gym  
stay safe while performing gym movements.

### Dance

#### Children have learnt to

perform a dance  
link a dance to their topic  
Use different dance related terminology

### Teachers;

Have more confidence in teaching a wide variety of multi-skills and gym lessons

and now have a better understanding of how to progress the lessons

Feel more confident in managing lessons and being able to keep the children safe

Understand the terminology and techniques of how to teach specific gym moves.

Understand how to teach a variety of sports and how to differentiate within the lessons.



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### Year 1 Autumn Data 2018-2019

	<b>Target % of Yr 1 chn working within Milestone 1</b>	<b>Year 1 chn working within Milestone 1</b>	<b>Target % of Yr 1 secure in Milestone 1</b>	<b>Yr 1 Secure in Milestone 1</b>
Gym	100%	100%	20%	0%
Dance	100%	100%	20%	0%
Games	100%	100%	20%	0%



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### Year 1 Spring Data 2018-2019



	Target % of Yr 1 chn working within Milestone 1	Year 1 chn working within Milestone 1	Target % of Yr 1 secure in Milestone 1	Yr 1 Secure in Milestone 1
Gym	100%		20%	
Dance	100%		20%	
Games	100%		20%	

### Year 1 Summer Data 2018-2019

	Target % of Yr 1 chn working within Milestone 1	Year 1 chn working within Milestone 1	Target % of Yr 1 secure in Milestone 1	Yr 1 Secure in Milestone 1
Gym	100%		20%	
Dance	100%		20%	
Games	100%		20%	

### Year 1 Summer Data 2017-2018

	Target % of Yr 1 chn working within Milestone 1	Year 1 chn working within Milestone 1	Target % of Yr 1 secure in Milestone 1	Yr 1 Secure in Milestone 1
Gym	100%	100%	20%	16%
Dance	100%	100%	20%	16%
Games	100%	100%	20%	13%



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### Year 2 Autumn Data 2018-2019

	Target % of Yr 2 chn working within Milestone 1	Year 2 chn working within Milestone 1	Target % of Yr 2 secure in Milestone 1	Yr 2 Secure in Milestone 1
Gym	100%	Spring	95%	Spring
Dance	100%	100%	95%	95%
Games	100%	100%	95%	95%

### Year 2 Spring Data 2018-2019

	Target % of Yr 2 chn working within Milestone 1	Year 2 chn working within Milestone 1	Target % of Yr 2 secure in Milestone 1	Yr 2 Secure in Milestone 1
Gym	100%		95%	
Dance	100%		95%	
Games	100%		95%	

Dance will start after 2<sup>nd</sup> half term in the Summer term

### Year 2 Summer Data 2018-2019

	Target % of Yr 2 chn working within Milestone 1	Year 2 chn working within Milestone 1	Target % of Yr 2 secure in Milestone 1	Yr 2 Secure in Milestone 1
Gym	100%	98%	95%	91%
Dance	100%	98%	95%	88%
Games	100%	98%	95%	94%

### Year 2 Summer Data 2017-2018

	Target % of Yr 2 chn working within Milestone 1	Year 2 chn working within Milestone 1	Target % of Yr 2 secure in Milestone 1	Yr 2 Secure in Milestone 1
Gym	100%	98%	95%	91%
Dance	100%	98%	95%	88%



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Games	100%	98%	95%	94%
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### Year 3 Autumn Data 2018-2019

	Target % of Yr 3 chn working within Milestone 2	Yr 3 chn working within Milestone 2	Target % of Yr 3 chn secure in Milestone 2	Yr 3 chn secure in Milestone 2
Gym	95%	Spring	20%	Spring
Dance	95%	88%	20%	0%
Games	95%	86%	20%	0%

Dance focus spring term

### Year 3 Spring Data 2018-2019

	Target % of Yr 3 chn working within Milestone 2	Yr 3 chn working within Milestone 2	Target % of Yr 3 chn secure in Milestone 2	Yr 3 chn secure in Milestone 2
Gym	95%		20%	
Dance	95%		20%	
Games	95%		20%	

### Year 3 Summer Data 2017-2018

	Target % of Yr 3 chn working within Milestone 2	Yr 3 chn working within Milestone 2	Target % of Yr 3 chn secure in Milestone 2	Yr 3 chn secure in Milestone 2
Gym	95%	97%	20%	25%
Dance	95%	98%	20%	12%
Games	95%	95%	20%	23%

### Year 3 Summer Data 2017-2018

	Target % of Yr 3 chn working within Milestone 2	Yr 3 chn working within Milestone 2	Target % of Yr 3 chn secure in Milestone 2	Yr 3 chn secure in Milestone 2
Gym	95%	97%	20%	25%
Dance	95%	98%	20%	12%





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Games	95%	95%	20%	23%
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### Year 4 Autumn Data 2018-2019

	Target % of Yr 4 chn working within Milestone 2	Yr 4 chn working within Milestone 2	Target % of Yr 4 chn secure in Milestone 2	Yr 4 chn secure in Milestone 2
Gym	100%	97%	95%	27%
Dance	100%	98%	95%	12%
Games	100%	95%	95%	25%

### Year 4 Spring Data 2018-2019

	Target % of Yr 4 chn working within Milestone 2	Yr 4 chn working within Milestone 2	Target % of Yr 4 chn secure in Milestone 2	Yr 4 chn secure in Milestone 2
Gym	100%		95%	
Dance	100%		95%	
Games	100%		95%	

### Year 4 Summer Data 2018-2019

	Target % of Yr 4 chn working within Milestone 2	Yr 4 chn working within Milestone 2	Target % of Yr 4 chn secure in Milestone 2	Yr 4 chn secure in Milestone 2
Gym	100%		95%	
Dance	100%		95%	
Games	100%		95%	



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