

School Impact Reviews:

School St Julian's Primary

Term 1-3

Data:

Premier Sport have currently delivered **69** hours of curriculum physical education, alongside **50** hours of extracurricular sport active after school sessions, **22** hours of stay active lunchtime clubs and **20** hours of FUN-trition. As well as this Premier have supported the delivery of an after-school netball club driven towards preparing children for competition.

Premier Sport have delivered curricular sessions to **113** pupils up until this date which accounts for **100%** of the school engaging in physical activity for a prolonged period of time on a weekly basis.

Premier Sport funded sport-active after school clubs have had average numbers of **12 per session** with cross country and gymnastics in term 1&2. These clubs have run at **62%** of full capacity showing the popularity and willingness of the children to engage in the varied sporting opportunity offered. The attendance has been high at **91%** on average each week. We have seen a real mix of attendees of the after-school clubs with lots of different ages, **70%** are boys and **30%** girls (which grew in term 2). In term 3 we ran gymnastics which was popular again, alongside a netball and basketball club. The behaviour and achievement levels throughout the after-school program have always been very high as well, with all children improving their running ability.

Premier Sport stay active lunchtime clubs have had average numbers of **14 children** per day with fencing and dodgeball working well and giving the children the chance to engage in a new sport and now be able to effectively compete against each other in term 1/2. In term 3 we have seen 10 per session across the two sports (frisbee and tag rugby). The attendance of these clubs has been almost **100%** each week and they have run at **78%** capacity. **32%** attending have been girls and **58%** boys showing that there is much more of a balance in the lunch time sessions.

During the FUN-trition sessions, learning has been demonstrated and engagement has been high and we have taken feedback on board to run more active sessions moving forward to further encourage learning. All children were able to demonstrate high levels of learning through review quizzes and presenting their learning to the class.

Assessment:

The focus on curricular sessions this year so far has been **Term 1 – Invasion games (netball), individual athletic development in term 2 and in term 3 gymnastic fundamentals** in key stage 2, with a key focus on learning the rules of the games and understanding fitness. In key stage 1 the focus has been on **fundamentals of movement (ABC's) and focusing on balance, agility, speed and coordination in term 1, gymnastic fundamentals in term 2 and in term 3 focusing on team skills through hockey.** Throughout the curricular sessions Premier Sport Activity Professionals have been monitoring and assessing children. In the school at this exact time they have assessed **100%** of the children and the results of these assessments can be seen below:

Learning outcomes term 2 -2018-2019										
	Competency		Active and Healthy		Reflective		Engaged		Behaviour	
Emergent	1	1%	–		–		2	2%	–	
Establishing	9	8%	–		9	8%	8	7%	5	4%
Expected	61	54%	107	95%	62	55%	41	36%	43	38%
Exceeding	33	29%	6	5%	28	25%	31	27%	36	32%
Excelling	9	8%	–		14	12%	31	27%	29	26%

Learning outcomes term 3 -2018-2019										
	Competency		Active and Healthy		Reflective		Engaged		Behaviour	
Emergent	1	1%	1	1%	3	2%	-	-	-	-
Establishing	14	13%	1	1%	13	12%	8	7%	1	1%
Expected	49	44%	104	93%	59	53%	28	25%	40	36%
Exceeding	29	26%	5	4%	23	21%	32	29%	18	16%
Excelling	19	17%	1	1%	14	13%	44	39%	53	47%

Our main aim for term 3 was to decrease the number of students in the Emergent and Establishing Levels.

During Term 3 in the establishing and below levels figures have decreased in both Engagement (from 10 students to 8) and Behaviour (from 5 students to 1). However, Competency, Active and Healthy and Reflective below expected levels have increased. This may have been due to focusing on the different sport of gymnastics for KS2, which is a more technically challenging sport. The average assessment score for children in term 3 however did increase from term 2 showing an improvement. The key focus for Term 4 will be to help move these students back into the Expected levels.

Although there are 5 more students establishing in competency at the other end of the scale, we have an increase in students achieving above expected levels from 37% to 43% (increase of 6 students). We have also seen a positive change in the number of children in the excelling area of competency as well.

Reflective levels have also seen 7 more students drop into either establishing or emerging levels from Term 2 to Term 3. Again, this may be due to the nature of what children were reflecting on and we need to ensure that we work to identify those children and ensure they move forwards in term 4.

Engagement at St Julians has improved with a 2% decrease of students achieving emerging levels and an increase from 54% to 38% achieving above expected levels. We have also seen an increase in children achieving the excelling area of engagement as well.

Behaviour Levels have also seen an increase with 99% of students achieving expected levels or above during Term 3.

During Term 4 we aim to:

- Set up a KS2 only after school club to further increase participation in sport for the older children.
- Further work to ensure that children can achieve the expected levels regardless of the sport they are covering.
- Reduce the amount of children in the establishing or emerging areas to less than 8% for physical competency and reflective learning