

PE and Sport Premium Impact Report

2019-2020



Key achievements to date: September 2019	Areas for further improvement and baseline evidence of need: September 2019
<ul style="list-style-type: none"> • Bikeability for pupils in years 4-6 • Yoga bugs for KS1 • Lunchtime clubs: physiotherapy, golf, bikes and football • Weekly Dance lessons • Weekly swimming sessions for years 1-6 • In school competitions: orienteering and sports day • In school festivals: gymnastics and dance • Deaf event attended: cross country • Signpost sports events for the deaf to parents • Annual monitoring, repair and replacement of all sports equipment through Mercury Sports • Balanceability: build and appropriately store bikes, share digital resources for delivering activities with foundation and KS1 staff • CPD for all staff – based on PE lead training in active literacy and assessment 30 mins activity throughout the day in all classes outside of PE sessions • Audit resources 	<ul style="list-style-type: none"> • Support/training for new subject lead • Support/training for new teachers as required including active 30:30 to continue the development of this through school • Investigate games mark - apply May 2020 • Extend external events pupils take part in - link to school games mark, link to co-operative events • Monitoring of MTPs and progress Data • Extend Trim Trail Equipment has been ordered. • Yoga Mats • Lunchtime supervisors play training - AJ leading • Balanceability - set timetable and cont to work with staff to ensure skills confidence. • Lunchtime clubs - can any further be added - what would the children like to see? • Climbing wall hire • Development of skills progression sheets for all areas of PE • Make links between pupils new 'house' system and PE events - sports day • barriers for play time

Meeting national curriculum requirements for swimming and water safety: February 2020 (due to COVID-19)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	40%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

*Schools may wish to provide this information in April, just before the publication deadline.

Academic Year: 2019 -20		Total fund allocated: £16500 Total funding spent: £15622.26 (COVID-19)		Date Updated: June 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 51%	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated: £8365.02	Evidence and impact:		
<ul style="list-style-type: none"> All children will be able to explain how they keep healthy including what physical activity they are involved in and how this supports their mental and physical wellbeing. All children will be engaged in a wide range of physical activity both within and outside of PE lessons. All pupils will take part in 30 minutes of activity in addition to their PE sessions every day. All children will have the opportunity to partake in sporting and physical activities alongside children from other schools, widening the curriculum experience. Pupils gross and fine motor skills will be improved 		<ul style="list-style-type: none"> a) Extend outdoor trim trail to provide pupils with more opportunities to engage in physical activity in their play time. b) New subject lead training on active sessions. Subject lead feedback and provide support to all staff on creating active sessions. c) Trial the daily mile in Year 4 ongoing d) Playground dividers to split football, bikes and tennis at playtime e) Purchase gym mats. f) Carryout maintenance for current equipment g) purchase Foam ball h) purchase shin pads i) Sports day (adapted for COVID-19) j) Derby Cross Country 	<ul style="list-style-type: none"> £6475 £1081.10 £435 £40 £63.92 £270 	<p>Evidence and Impact</p> <ul style="list-style-type: none"> a) Due to the impact of COVID-19, the resources have not yet been installed (the installation is scheduled for the end of July 2020), but have been purchased. b) The number of active minutes within each PE and dance lesson increased. Staff more confident and conscientious when planning to allow for more active sessions. c) Pupils achieving their 30 active mins every day. Improvements in focus in class. "I enjoyed running every day" and another child reported "it's important to exercise and I really liked running every day. It helped to break up the afternoon and after the run, it helped my brain work better" d) Due to COVID-19 these have not yet been purchased but have been researched. e, f, g & h) Children are able to participate in a wide range of PE activities safely. i) An adapted sports day encouraged children to participate in physical activity whilst at home during COVID-19 lockdown. j) All of Y5&6 took part in an external competition to showcase their developments in Cross Country and the competition encouraged them to be competitive. 		<p>Sustainability</p> <ul style="list-style-type: none"> Equipment purchased can be used with all pupils and maintained for future years. Subject lead disseminates training to other teachers to influence planning for PE and dance lessons to maximise the number of active minutes per lesson. Adapted sports day provided an insight into different activities that parents can do with their children in the future.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated: £334.74	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The extra curricular activities for all groups of children in school to be widened. Pupils will be more active throughout the school day More staff will be involved in supporting or running lunchtime clubs and promote physical wellbeing. 	<ul style="list-style-type: none"> a) Trophy - linked with 'house' system. Pupils working in teams to achieve. Gymnastics and dance trophies purchased (Orienteering and sports day to follow) b) Deaf Dancer project. c) Netball bibs and Eurohoc Junior set. 	<ul style="list-style-type: none"> £141.89 £192.85 	<p>Evidence and Impact</p> <ul style="list-style-type: none"> a) Pupils became more aware of the house competition worked together to achieve the trophy. b) Profile of dance and music raised across the whole school. Children were involved in workshops, whilst Y4-6 were involved in the project and performed at the Birmingham Hippodrome. c) Children were able to wear the appropriate bibs and utilize equipment to facilitate and secure their learning within match situations. 	<p>Sustainability</p> <ul style="list-style-type: none"> Trophies are to be used for annual festivals to motivate pupils for years to come. Bibs and Eurohoc equipment is to be used for years to come.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £0	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff will be extremely reflective about their practice, especially bearing in mind the needs of their deaf pupils. Staff will confidently teach a variety of sports in line with the National Curriculum expectations and healthy and safety guidelines. Staff will be more confident to assess, provide feedback and adjust plans to ensure all children progress to the best of their ability. Staff will deliver policies and practices in accordance with school values and expectations. The quality of teaching and learning will improve. 	<ul style="list-style-type: none"> a) New subject lead to attend suitable training (CPD) and disseminate findings, training and ideas to staff. SHARPS training feedback to staff. b) Audit all staff's confidence and skills for teaching and supporting in PE sessions: analyse the results to see where the specific training needs are. c) Creation of well sequenced and coherent skills progression map. Monitor and discuss MTPs for evidence of these skills as well as monitoring PE assessment data for evidence of pupils' progress. d) Provide teachers / TAs with support / team teaching opportunities with more experienced staff to improve their understanding of best practice for when teaching deaf children. 		<ul style="list-style-type: none"> a) New subject lead to disseminated training to all staff during CPD opportunities to allow staff to have up to date PE knowledge and strategies. Staff feedback - increased confidence. b) Subject lead aware of training needs and therefore is able to arrange appropriate CPD. c) CPD has developed the skills of all staff to enable them to more confidently teach PE skills, whilst increasing the number of active minutes. d) Staff's planning shows development and an increase in confidence as they follow the progression grids. Assessment data shows pupil progression. e) NQT is more confident to deliver independent PE lessons to a wide range of pupils within a range of sports and activities. 	<p>Sustainability</p> <ul style="list-style-type: none"> Subject lead disseminating training to all staff allowing them to employ new strategies/techniques in their PE lessons. Increased confidence means that teachers are able to plan appropriate PE and dance lessons, whilst utilizing progression documents for guidance.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3290	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will actively participate in sports and active sessions outside of PE lessons including being active for 30mins during the natural course of the day All pupils will have the opportunity to learn a new sport e.g. yoga, panathlon sports, archery Increased inclusion opportunities for our deaf pupils through networks, partnerships and extended school opportunities. Increased opportunities for children to be involved in competitive sports events. 	<ul style="list-style-type: none"> a) Additional lunchtime clubs b) Participated in additional events offered by partners and network: Penathlon, parafootball c) Years 1&2 YogaBugs d) Enable all KS1 and KS2 children to swim each week, over and above core provision to enable children to reach their full swimming potential and give them the opportunity to achieve the end of KS2 objectives. 	<ul style="list-style-type: none"> £350.00 £330.00 £2610.00 	<ul style="list-style-type: none"> a) All pupils engaged in at least 1 lunchtime club b) Pupils took part in a wide range of sporting activities within inter-school competitions and discovered a wide range of new accessible activities. c) Years 1&2 had weekly Yoga sessions for 6 weeks to develop their flexibility and give children a way to support their mental health. d) Children from Y1-6 swam each week (September – March 2019 due to COVID-19) and developed their swimming, life saving and personal skills such as resilience and stamina. 	<p>Sustainability</p> <ul style="list-style-type: none"> Staff worked alongside professionals meaning that staff skills and confidence to teach and support on a range of sports was developed. Establishing links with partners for events means that events will continue to take place for all pupils in the future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £0	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All pupils will have been involved in at least three competitions/festivals (internal and external) to apply their skills. All children will show evidence of improved BLP behaviours such as resilience, planning and collaboration. All pupils will show development of skills linked to competition eg sportsmanship, winning, losing, involving everyone, working as a team Our deaf pupils will have further opportunities for inclusion through sport through networks, partnerships and extended school opportunities. 	<ul style="list-style-type: none"> a) In school competitions to take place – gymnastics festival, orienteering competition, dance festival and sports day. b) Purchase certificates, medals and trophies for in-school competitions, including 'House' trophy for Sports day. c) Work towards completing bronze games mark d) Participate in additional events offered by partners and network: Penathlon and Parfootball. 	See above	<ul style="list-style-type: none"> a) All pupils took part in a Gymnastics festival. COVID-19 meant the Dance festival and Orienteering competition were unable to take place. b) Pupils competed for trophies and medals within the Gymnastics festival. COVID-19 meant that the Dance festival and orienteering competition was unable to take place. c) Pupil's competed in external competitions, with other Deaf and hearing children, which worked towards Longwill School being awarded the Autumn/ Spring Term School Games Mark. d) Pupils developed sportsmanship and team working skills. 	<p>Sustainability</p> <ul style="list-style-type: none"> In school competitions established with confident staff as to how to carry them out annually, to ensure participation for all. Relationships formed with School Games Mark coordinators so that events can be organised and children can participate in events year on year. Certificates, medals and trophies to be used in future competitions.