



PE and School Sport Premium 2019/2020

Evidencing the impact and sustainability of the programme

School Name

Spring Lane Primary

Head Teacher

Alex Owens

**PE
Coordinator**

Cath Bates

Allocation £19,550

PE and School Sport Premium – The Purpose

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.

Vision – Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport

Vision – School

'For all children in Spring Lane Primary School to experience excellent physical education, school sport and physical activity that will lead to life-long participation.'

We believe a high quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to.

Our school recognises the values that a high quality PE and school sport curriculum gives pupils.

All pupils are entitled to benefit from high quality PE provision and there is significant evidence to show that this supports other learning right across the curriculum. It also contributes to healthy and active lifestyles, improves emotional well-being, reduces poor behaviour, increases attendance and develops key skills such as leadership, confidence, social and team building skills. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to enjoy and excel in a wide range of physical activities by providing a broad & balanced curriculum with opportunities for all to be enjoyed.

A high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

Meeting national curriculum requirements for SWIMMING and WATER SAFETY

Outcome	% of pupils achieving outcome	
	2018/2019	2019/2020
Swim competently, confidently and proficiently over a distance of at least 25 metres	56%	
Use a range of strokes effectively; front crawl, backstroke and breaststroke	33%	

Perform safe self-rescue in different water-based situations	Pool based only	Pool based only
The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water. Have you used and funding for this purpose?	No	

Key outcome indicators for 2019-2020

Key outcome 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 be in school
Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils
Key outcome indicator 5: Increased participation in competitive sport

Key outcome 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 be in school						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Have tailored opportunities that attract less active young people to participate in physical activity	- Identified cohort of pupils to access a regular physical activity club - Identify activities of interest (pupil voice)	£1000		Track pupil participation/ attendance (Register) Photos/log book/Seesaw	* Offered a variety of active ASC. – Up take was good until COVID -19	Upskilling and deployment of Young Leaders. Training opportunities for staff – ongoing

	- Identify a sustainable and motivating team to deliver the sessions - Identify ways to reward and recognise pupil's attendance and effort			Pupil Self-Evaluations Parental Evaluations Classroom Observations		Track transition of pupils into mainstream extra-curricular provision.
Review the physical activity intensity levels of core curriculum lessons	- PE Coordinator to work with class teachers to consider ways to increase intensity levels - Baseline pupils and teach in ability groups	£0		Develop a resource portfolio for all staff to access	Started to use an online tool to measure pupils activity but this was very time consuming for all staff.	Staff to access training as required. Resource portfolio to be updated and added to regularly. Staff share ideas in curriculum or whole staff meetings.
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy	- Ensure all pupils have 2 hours of timetabled PE per week, at least one from PE specialist - Ensure PE lessons are well structured and are progressive in their delivery	£ 2000		Track pupils progress in PE (Seesaw and TT) Monitor and evaluate pupil's enjoyment and interest in PE lessons (Pupil voice via school council) Classroom observation of gross and fine motor skills (fundamentals)	* The PE lesson timetable ensured ALL pupils received at least 2 hours of high quality lessons from the PE specialists * Lessons were well planned and structured in order to ensure a clear pathway of progressive for all pupils * PE lessons have been observed and monitored. All were a good standard	Embed new ideas within schemes of work and lesson plans Share good practice at whole schools meetings

To deliver another Fit for Life week that promotes physical, social and emotional well being	- Explore providers (internal and external)/tutors to deliver sessions - Plan a timetable with a wide variety of activities - Ensure sessions are well structured and are progressive in there delivery	£3100		Photos/log book/Seesaw Pupil evaluation Providers feedback	This did not happen due to COVID 19	Review and evaluate the timetable

Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader/ School Sport Organising Crew (SSOC) workforce programme	Implement lunch time activities led by a cohort of young leaders and lunch time staff who will be suitably trained to deliver sessions	£500		Young Leader Log Books Regular training sessions Session Observations with regular feedback Rewards Attendance registers	Pupils applied to become a SSOC using an application form. Pupils had some training from Mr Brace but this needs further input and attention to establish positive leaderships skills within the school for the SSOCs It had to be put on hold due to COVID 19 due to a national lockdown.	Year 6 pupils mentor newly trained Young leaders Teachers observe Young Leaders delivery and provide opportunity to feedback and review their delivery - support mechanisms in

	suitable staff (Matt and Louise) to deliver the training to the leaders to ensure confident to deliver sessions					place to further develop leaders
Bring together a cohort of pupils and gather voice for pupils all sport and PE within the school	School council to be introduced and discuss matters on school PE and Sport	£200		SSOC meeting Minutes Celebration of changes within school School Newsletters	Pupil voice interviews/discussions took place and feedback was positive .	Continue to evolve the SSOC, ensuring there is sustainability built into its structure.
Share and celebrate the achievements of pupils (within and out of school) and teams in PE and School Sport	- Use a school noticeboard and/or school digital system to share pupils and teams' successes. - Use the school newsletter or social media to promote on a ½ termly basis the successes and achievements of teams and pupils	£1500		Schools Newsletters Social Media reports (Twitter/FB) Photos Celebration Assemblies Reward/celebration trips	Schools Newsletters - termly sports review/update Social Media reports (Twitter/FB) - regularly updated Celebration Assemblies - Star of the week certificates issued weekly Reward/celebration trips - this did not happen due to COVID 19	Engage pupils through writing reports for the news outlets. Keep the noticeboard/digital system up to date - ask pupils to take responsibility for this

	through PE and School Sport.					
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Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Promote high quality teaching and learning from all staff	- Undertake a training needs analysis of all staff (questionnaire) - Identify and offer training workshops and teaching resources to support staff to further improve their quality of PE teaching	£2000 (County PE and Sport conference, CPD courses)		Learning walks Lesson Observations Staff Surveys /questionnaires (areas to develop)	CPD opportunities for staff offered Learning walks gave a good insight into lesson content, standards and progressions	Share good practice within whole school meetings/training days Ensure availability of up to date resources for staff to access
Developing fundamentals in Early years and KS1	- Real PE training to be undertaken by staff - Observe Real PE being delivered in other schools	£1000		PE lesson observations CPD	Implemented in FS2 and KS1 Standard of fundamentals is slowly improving with the regular delivery but due to COID 19 was halted	Up skilling own staff to deliver and sustain the activity

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Offer a diverse and needs led extra-curricular School Sport programme	- Ensure extra-curricular programme is varied - Ask pupils what they would like to access - informal pupil voice conversations	£1000		Parent reviews Pupils reviews Attendance registers	* ALL sports ASC were made FREE for all pupils *A diverse programme of ASC was offered to all year groups.	Evaluate attendance and adjust where required Use pupil voice to influence the offer
Continue to develop meaningful links to local sports clubs to develop a pathway for pupils to pursue their interest beyond the school day	- Make contact with local sports club are located near to school (Yoga at Sol Central) - Ensure pupils are provided with links to local clubs	£200		School to Club Link Agreements Attendance registers Photos-seesaw News/media reports	Northants County cricket - Chance to Shine programme Saints RFU Northampton Town football club Links given to pupils/parents to join local clubs	Continue to develop further existing links Develop more taster sessions from local clubs Consider utilising coaches to upskill staff
Continue to provide the appropriate skills to pupils in order to ensure pupils can safely travel to and from school using a bike.	Deliver a 12 week Spring Riders course to Year 5 pupils	£1500 (maintenance of equipment, hi viz jackets, helmets, CPD)		Photos Assessments Seesaw Newsletter updates	. Autumn Term - 5 FN . Of the eighteen children who started the course o 3 were complete non riders	

				Correspondents to parents	- o 3 had little experience and had poor balance and coordination - o 18 had some riding experience which needed upskilling in preparation for safe riding and participation in the Bikeability Level 1/2 cycling courses - o 1 child took part infrequently due to behavioural issues and other support mechanisms in place within school at the time of lessons · Throughout the course, the children improved their riding skills in preparation for the end of term cycling course which would recognise and confirm the individuals ability to ride safely and competently from home to school and vice-versa, the results are as follows: - o 11 successfully completed both Level 1 & 2 Bikeability courses - o 1 child successfully passed Level 1 only but had the ability to pass Level 2 (Confidence and personal choice not to complete the final session produced this result) - o 2 children who would have completed the course successfully	
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					were not in country at the time of the course - o 3 children improved their riding ability but were not ready to undertake the Bikeability courses - o 1 child failed to take enough sessions and did not participate in the course on the balance of Risk factors. - o Of the 3 non riders, only 1 was still having problems and this was more personal choice as he was capable of riding independently on the playground. 2. Spring Term - 5LH · Of the eighteen children who started the course - o 3 were complete non riders - o 5 had little experience and required a lot of work to improve listening, balance and coordination skills - o 9 children had some experience and were capable of riding independently - o 1 child with EAL a lot of riding but language and understanding barriers	
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					were proving a problem with safe riding To date, this particular group were proving to be the best performing group of the year and although we had lost one pupil through a school move, we no longer had any non-riders and had to find extra bikes due to the improved level of the group riding. The current group were due to take their Bikeability course at the end of the spring term prior to lockdown, my predictions for this group are as follows: · Of the eighteen children who started the course: - o 12 would successfully complete Bikeability Level 1 & 2 - o 4 would successfully complete Bikeability Level 1 - o 1 pupil due to communication and language barriers would be unsafe to participate on the Road section of the Level 2 course, but should be capable of completing level 1 Regrettably due to the current situation(COVID 19), all courses had to be cancelled and therefore we have potentially 38 children who have not had the	
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					opportunity to participate in Spring Riders or the Bikeability courses. If there scope to pick these up in year 6 as part of their PE alongside the year 5 PE groups? This could mean as many as six courses would need to be booked or we double up two courses and have 24 children participate, bikes may be a question and time would need to be found to review learning and teach the other group 5CA.	
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Key outcome indicator 5: Increased participation in competitive sport

School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence <i>What can you use to evidence the impact?</i>	Actual Impact	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Extend the opportunities for SEND pupils to access appropriately levelled competitions	Identify SEND pupils and consider they abilities to access mainstream, inclusive competitions.	£ 1000 (Arrows archery Boccia New Age Curling equipment)		Team Registration Forms Photos/match reports/seesaw	Worked closely with Billing Brook school to extend opportunities for our SEND pupils in a non-threatening but competitive environment External competitions taken part in at Benham Sports centre	Incorporate inclusive sports into curriculum delivery for all year groups Recruit SEND pupils who can take on leadership responsibilities
Host a School Games Day (Sports Day) that culminates a year-round	Evaluate a 2018-19 sports day format to engage all	£300		Photos/SeeSaw Media reports-Twitter/FB	This did not happen due to COVID 19	Evaluate the success of the events Staff feedback

programme of PE and School Sport	- pupils within the school - Adequately prepare the sports leaders to plan and deliver the School Games Day (Sports Day)			Pupil reports		- Pupil feedback
Provide opportunities for pupils to access Inter School Competitions	- Take part in a variety of School Sport Partnership or Cluster organised Inter School Competition - Be sure all the competitions are compliant with School Games formats - Run a ASC to ensure pupils are adequately prepared for the competitions	£250 (NSSP membership)		Competition results Photos - Twitter/FB/School displays Seesaw Competition Reports in Newsletter	A variety of competitions were entered	Upskill Staff to confidently and competently manage teams at Inter School and County Finals School Games Competitions Upskill a Young Leader workforce to support staff
Provide access to transport to enable pupils and staff to access opportunities	To book transport when required.	£4000		Attendance at School Games events, trust events etc	Transport to and from events was successful	

Completed by:	Cath Bates	Date:	September 2019
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