

Thistly Meadow Primary Sports Premium Report 2019 - 2020



We believe that quality PE and school sport impacts on the whole school. We aim for our PE and school sport provision so that our pupils can develop and demonstrate the following personal qualities to their full potential:

- A strong desire to learn and make progress
- High levels of dedication, attendance and involvement in the school
- High levels of commitment and attainment
- Positive behaviour such as politeness, respect and helpfulness
- High levels of enthusiasm and fulfilment
- A strong desire to get involved, which derives from a sense of belonging and inclusion
- An understanding and appreciation of benefits of taking part in physical activity and maintaining a healthy lifestyle

PE Physical:

- Contribute to the physical, academic, social, cultural and emotional development of our pupils – it develops the whole child
- Improves health and well-being
- Promotes positive attitudes
- Benefits all young people whilst also giving those pupils with greatest opportunities to achieve the highest standards

PE Academic:

- Opportunities for pupils to be creative
- Helps improve concentration
- Develops commitment and self-discipline and encourages pupils to think in different ways in creative and competitive activities

PE Social:

- Allows pupils to learn to work and socialise with different children
- Improves ability to communicate, allows individual pupils to meet challenges as an individual, in groups and in teams
- Allows leadership potential to develop, introduces activities that the children may enjoy in the future, improves behaviour

PE Cultural:

- Introduces our pupils to the rich cultural heritage of sport, exercise and dance, allows pupils to learn to work with, learn about and socialise with all races and cultures

PE Emotional:

- Develops confidence, provides opportunities to be competitive and to face different challenges
- Enhances self-esteem and affects how young people feel (I can't becomes I can)

PE Moral:

- Teaches the right principles (distinguishing right from wrong)
- Promotes fair and honest behaviour
- Promotes behaviour based on ethical values, principles and rules

PE Spiritual:

- Supports the formation of pupils as people with feelings, ideas, intuitions, emotions, opinions and beliefs
- Fosters lively, enquiring and reflective spirits in pupils

Unfortunately, due to Covid-19, our spring and summer term competitions were not completed and many of our planned curriculum events were cancelled. We continued to deliver suggested sporting activities as part of our remote learning with families and our Facebook page shows enthusiastic participation in exercise. All of our key worker children in school participated in at least one sporting activity each day at school.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>PE Gold award for sports and competitive sports PE curriculum and assessment shows improved outcomes for pupils with quality PE and high levels of participation in school sports</p> <p>Clubs include: fitness, football, tag basketball, netball, cricket, multi-sports, boys football, girls football, cycling, inclusive sports group</p>	<p>To review the curriculum and to consider how assessment of PE can meaningfully inform lesson planning, pupil feedback and improve the quality of lesson provision throughout the school Review assessment criteria for all year groups in line with new curriculum and adapt curriculum accordingly</p> <p>To continue to improve the quality of PE provision and engagement with sports for all pupils, to recruit PE specialist to work with staff and pupils. Additional continuing professional development (CPD) and lesson study with PE focus throughout 2018</p>

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	No

Academic Year: 2019 - 20	Total fund allocated: £17,820	Date Updated: April 2020		
Key indicator 1: The engagement of all 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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Embed newly revised PE curriculum map (supported by staff CPD) Foundation – Year 6</p> <p>Additional PE support for foundation</p> <p>Develop high quality dance outcomes</p>	<ul style="list-style-type: none"> • Skill based curriculum supports increase of physical development in EYFS • PE curriculum supports pupil's skills, introduces and develops skills for competitive and collaborative activities through traditional games • Curriculum includes physical activities for life, to promote healthy and active lifestyles and lifelong enjoyment and participation in sport • External dance specialist working with staff and pupils • Additional dance activities at lunchtimes • Pupils have access to high 	<p>Resources CPD £500</p> <p>Foundation coaching for EYFS £1000 PE equip £400</p> <p>£900</p>	<p>Data for pupils continues to show children achieving age related expectations (ARE) and developing a larger group of pupils who are working at greater depth (GD). More foundation pupils join after school clubs as they enter KS1 and continue with activities outside of school</p> <p>Additional specialist support for Foundation pupils</p> <p>Increased participation in school clubs</p> <p>Pupil voice records enjoyment in PE and participation in clubs and lunchtime activities</p>	<p>Look at impact of CPD on planning and PD outcomes within early learning goals (ELGs) with further CPD planned for foundation 2019-20</p> <p>Consider EYFS / KS1 club to extend these opportunities</p> <p>PE questionnaire issued summer 2019 to inform 2020-21</p>

<p>Develop expectations around PE</p> <p>Improve PE and sport learning environments to promote high quality learning and teaching</p> <p>Develop activities across the school day and after school time to develop pupils' participation and enjoyment in all aspects of physical activity.</p>	<ul style="list-style-type: none"> • quality lessons • Pupils to access PE lessons with outstanding behaviour for learning • Teachers have access to high quality CPD / advice • Indoor and outdoor playground equipment, lunchtime playground activity zones • Teachers clear on subject-specific skills and specific vocabulary • Teachers share and display learning outcomes and steps for success during lessons • Promoting positive behaviour for learning through cooperative play, team skills, pupils and teachers discussing learning • Use of specific technical/topic vocabulary <p>Incorporate physical activity in to breakfast club to engage children in more physical activity.</p> <p>Provide incentives to encourage children to walk to school.</p>	<p>£400 resources</p>	<p>Additional pupils taking responsibility for sport and enjoying sport at clubs. More pupils respond positively to dance and PE questionnaire summer 2019, 20</p> <p>Improvement in planning and lesson deliver</p> <p>All observed lessons at least good including evidence of teachers sharing objectives and assessment/subject vocab with pupils throughout lesson and as part of the plenary</p> <p>Feedback from BASC is positive about the activities and physical activity</p> <p>Walk to school week and assemblies encourage and</p>	<p>Next steps – encourage the children participating in the events to join future clubs in school. Encourage higher achieving (HA) pupils to move forward for club level activities.</p>
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<p>Dance festival showcase</p>	<p>Training for road safety year 6 council Bikeability programme for Foundation and Year 1 pupils</p> <p>Provide further break and lunch time activities for children in all year groups. Provide training for playground pals to lead these.</p> <p>Arrange transport to sports events with small teams (GALS, Change 4 Life etc.)</p> <p>Family of schools dance festival</p>	<p>Bikeability £600</p> <p>£400</p> <p>£500</p>	<p>celebrate walking to school</p> <p>Opportunity for pupils to work on an inter-schools dance project for 6 weeks</p>	<p>Bikeability becomes an annual PE provision for Foundation</p>
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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:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Review curriculum and PE assessment system	<ul style="list-style-type: none"> Begin to review assessment criteria for the PE curriculum to support staff in identifying curriculum coverage and next steps / challenge for pupils 	£400	Assessment of PE is linked to the new curriculum map and Classtrack is updated to ensure more accurate assessment of PE provision and outcomes	PE class tracker analysed summer term to inform changes to curriculum planning
Increase opportunities for pupils to lead and volunteer through health and play programmes within EYFS/ KS1	<ul style="list-style-type: none"> Improve the quality of lunchtime supervisor training to include ball skills/play Playground pupil buddies /pals have additional training in promoting playing of games at lunchtime 	£600	More pupils participate in a variety of lunchtime sporting activities and have opportunity to practise skills	
Provide leadership training to ensure that pupils have the skills and confidence to lead health-enhancing activities across the school at playtime / lunchtime and after school	<ul style="list-style-type: none"> Sport coach provision x 3 week Additional sports coaching to support lunch clubs Pupils have more opportunities for structured and pupil led play and health enhancing activities 	£4000	Lunchtime behaviour policy reviewed as part of review of playground zoning ensure that more pupils are able to participate in play/lunchtime activities	Lunchtime training for summer 2019

<p>Celebration / whole school assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Additional notice boards around the school to raise the profile of PE and Sport for all visitors and parents.</p>	<ul style="list-style-type: none"> • Review of the zoning of the playground space so that it is used differently spring / summer and autumn / winter. Playground space is more inviting and offers the pupils the opportunity to develop independent and collaborative play skills, they are learning new games, and activities and can initiate play both in the playground and beyond • Pupils are able to develop and improve their social skills and collaboration by being a playground buddy /pal and/or a sports leader • Sporting achievement celebration assemblies to be timetabled in to the yearly plan. • Celebrate achievements from outside of school from various clubs and promote less popular activities. 	<p>£400</p>	<p>Pupil voice shows that pupils are offered a wide variety of sport and that achievements are regularly celebrated and shared throughout the year within assemblies</p>	<p>Invite external providers invited to speak about inter-school competitions and community projects linked to sport such as encouraging waking to school - assemblies 2018-19</p>
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<p>Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Annual South Leicester awards event</p>	<ul style="list-style-type: none"> • Sporting achievement and effort awards at the end of the year for 2 pupils. • Opportunity for pupils' successes to be recognised in PE and school sport 	<p>£100</p> <p>£300</p>	<p>Pupils identified for individual performances, team of the year, sports leaders as well as inspiring health and wellbeing projects</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Onsite team teaching with external PE specialist to improve teacher skills</p> <p>Membership of PE development networks for training , support and curriculum development</p>	<ul style="list-style-type: none"> • Teachers supported with developing skills and challenge within lessons and improving pupils' ability to assess and improve their own work • Teachers feel more confident in delivering a curriculum which ensure challenge and 	<p>£1,000</p>	<p>Teacher voice: improved confidence</p> <p>Teachers more used to undertake lesson study to improve PE outcomes for pupils and to improve teacher subject knowledge</p>	<p>Review impact on pupil outcomes, pupil voice and teacher voice</p>

<p>PE Subject Leader network meetings</p> <p>Improved quality of PE and competitive sport in Key Stage 1 to ensure we are providing good 'building blocks' for future sporting participation and achievements throughout the school.</p> <p>Improved role modeling of healthy active lifestyle behaviours by all school staff to reach all children</p>	<p>progression</p> <ul style="list-style-type: none"> • Teachers enables to model high expectations for PE • Membership of PE development provide teachers to develop their practice and CPD • Professional development enables staff to keep up-to-date with legislation and health and safety practice • Programme of CPD for all teachers – practical teaching of gymnastics, striking and fielding and net and wall as these have been identified by teachers as an area of weakness, beginning 2018 • Mentoring 1:1 with teachers (and PE lead) to support planning and lesson delivery. • PE subject leader to provide updates throughout the year and apply for any 	<p>£3000</p> <p>£1000 release cover and CPD (mentoring)</p> <p>£300</p> <p>£200 resources</p>	<p>Twice yearly PE subject meetings as part of collaborative within family of schools for training, planning and networking</p>	
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<p>South Leicestershire Family Schools networks</p>	<p>suitable coaching/ competition opportunities.</p> <ul style="list-style-type: none"> • PE subject leader to meet with children in all year groups to gain an understanding of their enjoyment of PE lessons and extracurricular activities. • KS1 only after school club to begin in the Spring term. • Continue to build stronger links with healthy lifestyle work and cooking <ul style="list-style-type: none"> • Family of schools network and access to support for competitions and in – school support 	<p>£100</p> <p>2019- 20 £2800</p>	<p>Sports partnership specialist coaches delivering in-school projects which increases confidence, knowledge and skills in PE including Energise sessions, Big moves coaching and Inclusive PE</p> <p>Sharing of resources through the sports partnership</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continuing to offer a wide range of sporting activities and participating in inter-school competitions</p> <p>Review and extend the enhanced and extended curriculum provision effectively into whole school practice to meet the identified school needs</p> <p>Lunchtime and after-school clubs provide more opportunity for more able pupils to be challenged</p>	<ul style="list-style-type: none"> PE curriculum planning and staff CPD based on cycle of sporting competitions calendar Offering a wider range of clubs and activities and opportunities for pupils who need financial support, to attend Easter and summer term sports holiday clubs Competitive sports day for EYFS, KS1 and KS2 Ensure that clubs provide an opportunity to develop what has been learnt in lessons in a different context More able pupils identified to attend sporting clubs and have additional challenge 	<p>£400</p> <p>Support for pupils to attend £400</p>	<p>Active participation in inter-school competitions</p> <p>More pupils have access to clubs and targeted pupils support to participate in sporting events including holiday clubs</p> <p>Pupil voice questionnaires show impact of sport provision</p>	<p>Review participation in clubs and holiday provision to see how this can be further improved/ supported</p>

<p>Inclusive sports coaching for pupils with SEND</p> <p>Establish links with professional coaching organisations to support the improvement of provision</p> <p>Continue to provide and add to our provision of a range of different sports, both within and out of the curriculum. Focus specifically on engaging those children who do not actively participate in physical activities.</p>	<p>from specialist PE coaches</p> <ul style="list-style-type: none"> • Competitive sports opportunities for SEND pupils • Opportunities for pupils who need to develop their skills in a smaller setting with more focused teaching time • Pupils have access to a wider range of sport intervention and experience coaching from professionals • More opportunities for pupils to have access to a wider range of sporting facilities and teachers • Fun Fitness Club for KS2 pupils. • TAG rugby club to be introduced • Inter-schools dance show • Gifted and talented PE coaching to support pupils • Hockey club to be introduced 2018 • KS1 multi skills 	<p>£150</p>	<p>Inclusive sports coach working for a 6 week coaching course : more opportunities for children with SEND to participate in Boccia, Kurling, basketball and volleyball</p> <p>More pupils are signposted to out-of-school clubs</p> <p>Gifted and talented coaching supports pupils with transition to secondary school</p> <p>Family of schools multi skills festival for KS1 including skills and challenges for KS1 pupils</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Achievement of School Games Mark – aiming to retain Gold mark status</p> <p>Increase participation rates in competitions</p> <p>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>Engage more girls in inter/intra school teams particularly those who are less active and less</p>	<ul style="list-style-type: none"> Promote a love for learning, high quality teaching ensuring that the provision in place for pupils is outstanding Higher percentage of pupils experiencing competitive sports Creating a common identity in striving for excellence Team kit for pupils to wear to competitions strengthening common identities Curriculum map re worked to ensure it links with the competitive calendar for current year. High quality PE lessons to inspire and encourage pupils to participate in a wider range of sports. 	<p>£500</p>	<p>Complete action plan and submit evidence for award 2019</p> <p>Pupil voice questionnaires</p> <p>Investment in basketball and netball club last year led to a team competing in the local tournament</p>	<p>Action plan identifies additional areas to develop following on from Gold award</p> <p>Continue training with selected pupils and encourage participation of new children. Enter the league this year as well as tournament so we can show progression of skills over a longer period</p>

<p>confident in PE sessions.</p> <p>Participation in SEND 6 week programme</p>	<ul style="list-style-type: none"> • Provide after school clubs in a wider range of sports to encourage pupils to take part in competitive activities. • Build stronger links with professional clubs – Riders, LCFC, Tigers and local teams, particularly Vipers Rugby. • Ensure coaches, where necessary, have level 2/3 qualifications. • Provide transport to sporting events during the school day (saffron lane) 	<p>£400</p>		
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Next steps for 20-21

Recruitment of PE specialist support to work with staff for training, provision and tournaments.