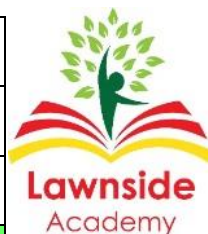


Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

Academic Year:	2019/20
Total Funding Allocation:	£18,000
Actual Funding Spent:	£11,842
Carried over to 2020/21 (to be spent by 31/03/2021)	£6,158



PE and Sport Premium Action Plan

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			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To deliver high quality dance across the school.	Each class to access at least two half terms of dance within the academic year. PE lead and teachers to amend PE programmes for the school to link dance with topics taught.	See Key Indicator 3 (dance tutor costs)	For children not previously engaged in regular physical activity or more 'traditional sports' to show an interest and participate in and enjoy high quality dance lessons therefore contributing to their 60 minutes PA per day Dance will be used as a means to support positive mental health in the pupils Greater participation rate of boys- in particular PP, SEMBD and SEN
To ensure that at lunchtimes children have the opportunity to be engaged in high quality physical activities.	Additional Premier Sport coach at lunchtimes (2 each day) Play leaders trained and entered into training scheme.	£5460 See Key Indicator 3 (supply costs to release PE lead)	Coach to be responsible for competitive games to feed into house team system- Boccia league Year 3/4 children to be given responsibility for organisation of equipment and support others in accessing activities. To earn Bronze and Silver award.

To ensure the school website is updated and conforms to regulations.	To attend new education inspection framework training.	Supply cover: £175 Cost of course: £60	To stay abreast of new National guidelines and implement these. To ensure higher quality, targeted provision to be fed back to staff.
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To deliver high quality dance across the school.	<p>Performance and Quality Assurance (QA) from PE lead each term.</p> <p>Presentation by all year groups to parents to showcase skills taught.</p> <p>Make links with local clubs and classes- Dreams theatre school & Emily Thornton school of dance.</p> <p>Celebration of dance achievements in weekly celebration assembly- inside and outside of school.</p>	See Key Indicator 3 (dance tutor costs)	<p>For all staff to feel more confident when delivering dance.</p> <p>Dance will be recognised as a key activity throughout the school community and each year group to showcase dance at least once a year to parents/careers.</p> <p>School to support further by signposting families to local clubs and classes.</p> <p>Postcards, certificates, house points awarded for good practise and/or participation in dance activities.</p>
To ensure that at lunchtimes children have the opportunity to be engaged in high quality physical activities.	<p>Monitoring by PE lead at lunchtimes.</p> <p>Positive engagement of MDSA's & play leaders.</p> <p>Make links with local clubs and classes as appropriate.</p>	See Key Indicator 3 (Boccia equipment & supply cost for PE lead)	<p>More positive engagement from MDSA's with children, decrease in behaviour incidents and decrease in First Aide required.</p> <p>For all staff and children to feel more confident at experiencing a wide range of sports as a leisure time activity.</p> <p>School to sign post parents to local clubs and classes as appropriate. Sport to be viewed as an important leisure pastime.</p>
To ensure the school website is updated and conforms to regulations.	Ensure all parent newsletters have PE included each term/half term for each year group.		Regularly check website to ensure access is available to all documents. Ensure all year groups have complied.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To deliver high quality dance across the school.	<p>Each class to access at least two half terms of dance within the academic year.</p> <p>Dance teacher employed for academic year to teach alongside staff</p> <p>Performance and Quality Assurance (QA) from PE lead each term.</p> <p>Presentation by all year groups to parents to showcase skills taught.</p>	£5,500	<p>Increased confidence in staff's ability to teach and assess dance</p> <p>Outstanding lessons by dance teacher</p> <p>Positive parental and pupil feedback on sessions</p>
To ensure that at lunchtimes children have the opportunity to be engaged in high quality physical activities.	<p>Supply cost for PE lead to train MDSA's and begin work with play leaders.</p> <p>Performance and Quality Assurance (QA) from PE lead in Summer term.</p>	£175	<p>Higher quality and meaningful play via targeted provisions. Core skills to continue to be improved and refined from class teaching.</p> <p>Increased confidence of MDSA's to support children, less behaviour incidents, fewer accidents in First Aid book.</p>
To ensure the school website is updated and conforms to regulations.	PE policy updated, reviewed and shared with all staff in accordance with new regulations.		Staff observation to ensure policy and planning being followed leading to high quality teaching.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To deliver high quality dance across the school.	<p>Each class to access at least two half terms of dance within the academic year.</p> <p>Presentation by all year groups to parents to showcase skills taught.</p>	See Key Indicator 3 (dance tutor costs)	Children who wouldn't previously have accessed dance classes and shows, to have that opportunity- boys, SEN & SEMBD

To ensure that at lunchtimes children have the opportunity to be engaged in high quality physical activities.	Playground to be zoned and various activities supplied on a rota based system.		Children seeking a wider range of activities during leisure time to encourage active lifestyles. Children seeking to refine and improve skills taught in lessons. Clearer organisation for children to access activities.
To ensure the school website is updated and conforms to regulations.	Pupil premium information updated and amended as necessary		Information to be included and added to planning to ensure all children have equal opportunity as per PE policy. Recording and reporting of expenditure shared with all stakeholders on the school website.
Indicator 5: Increased participation in competitive sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Children to experience level 1 competition via school house team system and assessment tasks in core tasks.	PE lead and teachers to ensure core tasks embedded into planning prior to commencing teacher.		Six school games values link to our school values education: Passion, self-belief, respect, honesty, determination and teamwork Higher participation rate of dance due to the competitive and teamwork element.
To ensure that at lunchtimes children have the opportunity to be engaged in high quality physical activities.	Premier sport staff member to facilitate a Boccia league.	Refer to Key Indicator 3 (staff costs) + £306 (Boccia equipment)	Activities by Premier Sport leader to feed into house team system and core values of Lawnside.
To ensure the school website is updated and conforms to regulations.	Yearly overviews checked and amended for coverage.		Coverage across all year groups completed and children have a breadth of experience in all areas. Opportunities for competitive sport each half term planned for and included on overviews.

PE and Sport Premium Impact Review

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 Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Each class to access at least two half terms of dance within the academic year.	Unable to complete due to COVID		Those classes that did access dance classes had excellent participation rates from targeted groups. Year 1 had a 91% participation rate at the end of Autumn 1 compared to 78% at the beginning of autumn 1.	To complete next academic year.
PE lead and teachers to amend PE programmes for the school to link dance with topics taught.	Completed in September 2019 and shared with dance teacher.		This was achieved with teachers and the dance teacher working in conjunction to create meaningful learning experiences resulting in happier and more engaged children regardless of age, gender or ability.	To be continued as school now developing a 2 year rolling program.
Additional Premier Sport coach at lunchtimes (2 each day)	Achieved 1 person in the Autumn and 2 by Spring term.	£5460	Huge support to MDSA's and children enjoyed having their afternoon coaches for more time. Competitive element controlled in a more manageable way by adult presence.	To be continued next academic year.
Play leaders trained and entered into training scheme.	Began and Year 4 achieved bronze award, was working through Silver award when COVID happened.		Extremely positive impact on the play leaders themselves. Raised self-esteem of individuals and encouraged positive behaviours which were then modelled to the younger children on the playground. Much greater participation rate in activities and more meaningful play.	To be continued next academic year.
To attend new education inspection framework training.	Attended and adjustments made.	£175 £60	Attended and actions taken. Fed back to staff that amended planning in accordance with an amended PE policy.	Attend as/when/if required.

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
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Performance and Quality Assurance (QA) from PE lead each term.	Completed for Autumn term on Dance teacher and Premier sport lunch time staff. Positive outcomes and good practise shown.		Ensure high quality delivery of skills being taught and acquired by staff and pupils.	To be continued with remaining year groups yet to have sessions.
Make links with local clubs and classes- Dreams theatre school & Emily Thornton school of dance.	Children have shared achievements outside of school at both of these club links.		Celebrating children's sporting achievements and in particular dance has encouraged others to participate in school activities and in a couple of cases begin classes at outside of school clubs. Several children throughout the school attend both of the named clubs. One child even performing in a West End show!	To be continued.
Celebration of dance achievements in weekly celebration assembly- inside and outside of school.	Achievements shared from curriculum time, school clubs and out of school hours.		Raised the profile of PE as a subject and the importance of keeping an active lifestyle. Children have enjoyed talking about and listening to their own and others achievements.	To be continued.
Monitoring by PE lead at lunchtimes.	Unable to complete due to COVID		Have received mixed feedback from SLT about activities so far.	To be continued, refresh staff when full activities commence and keep informed of the most recent COVID guidance.
Positive engagement of MDSA's & play leaders.	Mixed response from MDSA's. Those happy to engage are having roles developed next year.		A mixed response again but some individuals are showing more interest and engaging with children in a more positive manner. A lack of staff does make this difficult sometimes.	As above- refresh, retrain and more guidance required.
Ensure all parent newsletters have PE included each term/half term for each year group.	Completed up until Spring 1 st term. PE challenges included on home learning for all year groups from Spring 2 onwards.		Embedded within our normal school practice and will continue to be. Parents more informed and able to discuss learning with their children.	To be continued.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Each class to access at least two half terms of dance within the academic year.	Unable to complete due to COVID		Refer to indicator 1 above. Those year groups that have participated have enjoyed and often recalled learning	To be continued next academic year.

			verbally and visually to me while on playground duty.	
Dance teacher employed for academic year to teach alongside staff	Autumn term and 1 st half of Spring term completed but unable to complete due to COVID	£5500	High quality outstanding teaching and guidance from specialist dance teacher has ensured new and/or renewed confidence in the teaching of dance. Teachers have seen how complex skills are broken down allowing children to perform at higher levels.	To be continued next academic year.
PE lead to train MDSA's and begin work with play leaders.	With support from PDM training took place.	£175	Some MDSA's actively participated in this and others watched and listened. A few MDSA's have taken this onto the playground and are encouraging colleagues to do the same.	To be continued.
Performance and Quality Assurance (QA) from PE lead in Summer term.	Unable to complete due to COVID		n/a	To be continued.
PE policy updated, reviewed and shared with all staff in accordance with new regulations.	Completed Sept 2019 and shared with all staff. Amendments and specific COVID policy from March 20 th onwards.		Greater information contained on planning and some years groups beginning to deploy LSA's more effectively.	To continue to develop the role of the LSA within lessons. Check and amend policy as and when required.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Presentation by all year groups to parents to showcase skills taught.	Presentations to parents completed by Reception, year 1 and year 3 prior to COVID		Parents highly impressed and positive comments from all parents about skills and quality of performances. No negative comments this academic year!	To be continued.
Playground to be zoned and various activities supplied on a rota based system.	Playground zoned and rota's drawn up.		Activities easier to access and children are able to see what is on offer clearly each day. Still not consistent with setting up of this as yet but will continue to be developed and also allow children to have more ownership.	To be continued but MDSA'S and play leaders to begin to work together to support each other.
Pupil premium information updated and amended as necessary.	Amended as and when required due to new starters or children leaving.		The school office has been a huge support in this and teachers are using the data to highlight and target specific groups more effectively. This has resulted in	To be continued.

			“achievement for all” regardless of any barriers to learning.	
Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
PE lead and teachers to ensure core tasks embedded into planning prior to commencing teacher.	Staff meeting to explain this and staff implemented across year groups 1-4.		Positive impact for staff as assessment, values and school house team system supported through 1 piece of planning. Children have seen a purpose for acquiring and developing skills to lead to a game and/or setting personal goals/challenges as well as contributing to a team.	To be continued.
Premier sport staff member to facilitate a Boccia league.	Year groups 1-4 participated in the Boccia league.	£306	Competitive element controlled in a more manageable way by adult presence. Extra adult provides more specialised coaching of skills.	To continue next year but change the sport each half term.
Yearly overviews checked and amended for coverage.	All years groups checked and amended as required and shared with parents/carers.		Children experience a much wider range of different sports but still allowing key skills to be focused and developed in each area.	To be continued.

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ?	% n/a
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% n/a
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	% n/a
Schools can choose to use their 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 n/a