

Record of Sports Premium Intended Spending for 2018/19 Academic Year

Academic Year: 2018/19	Total fund allocated: £19,000	Date Updated: 22/07/19		
<p>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</p>				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>Training, purchase and development of the Active Maths programme – In order to aid children in gaining 30 minutes of physical activity within school each day.</p>	<p>-2 staff members (PE Co and maths Co) to attend training. -Purchase of the LA active maths resources. -Staff meeting to train other teachers/TAs. -Monitoring of its use through timetables and planning scrutiny.</p>	£745	<p>-Planning scrutiny showed various classes have used MOTD at least twice a week. -Teacher Interviews have shown that it is being used at least twice a week in other classes but not explicit on planning. -Cross section timetables have shown that MOTD is a large part of achieving 30 minutes a day target. -Pupils identified being active in maths and could identify active maths games.</p>	<p>-Continue to monitor plans and observe lessons in which MOTD is being used. -Continue to remind staff of its uses and update on any changes to the resources/website. -Enhance active learning so that the ideals and activities used in maths could potentially be used in other subjects.</p>
<p>-Support for disadvantaged children to access sporting activities – To ensure all children have the opportunity to access sports clubs.</p>	<p>-Cost of overtime for TA to support children or financial support for parents to enable a child to access a paid for club. -Invites to club sent out to targeted children.</p>	£300	<p>-Sports Clubs registers show that SEN children have attended clubs and also sports competitions.</p>	<p>-Make this available again next year. -Target and invite more individuals to increase participation in extra-curricular activities.</p>
<p>-Targeted interventions to support vulnerable children (SEND, targeted less active children) – To ensure those children who find PE tricky/are not as active as others at playtime etc. have</p>	<p>-Identify less active children from the school to be included. -Develop registers for the groups of SEND and less active children to be included.</p>	£640 - Equipment £3000 – Supply cover for PE coordinator (25 weeks).	<p>-Intervention registers show that all SEND children from Year 1 to Year 6 have attended (20 children). -There have also been 13 “less-active” children (identified by class teachers) who have attended.</p>	<p>-This to run again next year. -Identify potential sports to take place and purchase any equipment needed. -Assess the timetable for the year and schedule more regular and</p>

<p>more opportunity to be active during the school day.</p>	<p>-Plan sports to be undertaken throughout the year (New Age Kurling, Tri-Golf, Sitting Volleyball, Boccia). -Purchase Equipment. -Timetable activities for the year. -Make Support staff available for sessions.</p>	<p>£1750 SEN TA cover-1 per session</p>	<p>-This intervention has run over 3 half terms (one 20 minute session per group per week for 4/5 weeks in 3 half terms). The children have been involved in New Age Kurling, Tri-Golf and Sitting Volleyball. -15 of the children involved in these sessions of varying ability and background were interviewed:</p> <ul style="list-style-type: none"> • Almost all children rated the enjoyment of the groups as 10/10 with one child giving it 8. • Children enjoyed learning new skills and new sports, being in smaller groups for PE, keeping fit, being with children from different classes and different year groups and getting more interested in PE. • The children could outline almost all of the different skills and techniques we covered in the sports such as positioning the body in Kurling, using the tick tock swing in golf and the accuracy of throwing. • Out of the 15 children 8 said that golf was their favourite, whilst 7 said Kurling was their favourite. • -73% of the children said they now feel more confident in their curriculum PE lessons. • 100% of the children said they now enjoy their curriculum PE lessons more. 	<p>consistent timings for the sessions. -Allow for a re-evaluation of the identified children after each term in order to reach more children.</p>
---	---	---	---	---

<p>-Purchase of balance bikes (Foundation) Introduce and promote cycling as a way to exercise to young children. Encourage the children to stay safe whilst cycling.</p>	<p>-Purchase bikes and helmets. -Give children will regular access to bikes as a taught and child initiated activity increasing their confidence and skills.</p>	<p>£325</p>	<p>-Staff Comments:</p> <ul style="list-style-type: none"> • All children were identified as being excited for the groups and looking forward to them each week. This was also noted with the enthusiasm during the sessions. • Some children were mentioned as being more confident in core PE and more willing to join in PE (e.g. not duck out of the way when trying to catch a ball or no longer refusing to join in). • All staff said that the groups have been of benefit to the children involved. • Staff outlined that they would have wanted to add other identified pupils in half way through the year. • Staff outlined that the timetable could be more regular and more consistent if the time, staff availability and facilities allowed. <p>-Children have had access to these. -Staff comments:</p> <ul style="list-style-type: none"> • The children have increased their use of their own bikes outside of school. • The children have improved their engagement with outdoor play. 	<p>-Potentially purchase some larger ones for more choice and more access as the year goes on (as the children grow).</p>
--	--	-------------	--	---

<p>-Purchase outdoor gym equipment to enhance provision of PE lessons and allow children to access at other various points throughout the day in order to achieve 30 minutes of extra activity per day.</p>	<p>-Identify beneficial gym equipment. -Purchase and build equipment, identifying the best place to put it. -Train staff/children on how to use the equipment and how each piece benefits the body. -Use within PE lessons. -Use to enhance 30 minutes per day provision.</p>	<p>£5000</p>	<ul style="list-style-type: none"> • Children always ask to have them out, showing the popularity of the bikes. • The bikes have been able to be used in all weather. • Bike safety has been improved (e.g. the need to wear a helmet etc). • All children have chosen to use the bikes during the year. • Targeted groups have also been put in place for those children who have chosen to use them less often. <p>-The equipment has had a great deal of usage this year and has been an excellent addition to the school. -Staff comments:</p> <ul style="list-style-type: none"> • Children have used the equipment at all points throughout the day. Playtimes and lunchtimes see a great deal of usage and children have been excellent at taking it in turns. • It has also seen a good deal of usage from classes during lesson times (most notably before a lesson begins) • Equipment has been used for PE warm up activities and this has allowed for extra teaching of how each piece of equipment benefits the body. <p>-Pupil comments:</p>	<p>-Continue to raise the profile of the gym equipment and ensure all year groups are getting a fair access. -Potentially look at ways of increasing the amount of gym equipment in order to allow more access and more variety of exercises available.</p>
---	---	--------------	---	--

-Forest School programme.	-Additional staff member to lead Forest School activity -Purchase Forest School equipment -Planning the Forest School programme -Monitoring of the programmes impact	£2600 (1 PM per week for 24 weeks) £350	<ul style="list-style-type: none"> • It is a fun way of being active. • 100% of children who commented on the equipment said they regularly used it at playtimes and it was one of the best activities available. • Children like the fact that they have used it during lesson times. 	-This will run next year -This will run for more weeks next year as less planning needed each year
---------------------------	---	--	---	---

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:
%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Resources for Sports Week – To encourage children to become more active and raise the profile and awareness of sports and its benefits throughout the school.	-Identify equipment/resources needed for sports week. -Arrange a whole school house sports competition. -Arrange sports days (House competition) for KS1 and KS2 and the facilities needed for it. -Arrange and deliver Whole School Assembly to introduce Sports Week. -Arrange outside agencies/experts to give taster sessions for sports.	£250	-Timetabled events – Trent Bridge Chance to Shine Cricket, Leicester Riders Basketball, Nottingham Caesars American Football, British Canoeing, Rowing House Event, Sports Days. Staff Feedback outlined: -All the arranged sports and house events were accessible to all children making it an inclusive Sports Week.	-Plan more events for sports week next year and run in a very similar way after how successful the week was in engaging children in sports this year. -Think of another inclusive house event to run through the week.

<p>-Supply cover for attending Army Ladies England V Germany War Memorial match at Meadow Lane (Notts County).</p>	<p>-Apply for tickets for the match. -Organise transport to the venue. -Identify children to take to the match. -Send out letters and inform parents. -Organise parent volunteers to help. -Attend the event.</p>	<p>£620 (1 full day with 2 teaching members of staff and 1 x TA).</p>	<p>-It was excellent for giving access to different sports. -The specialists provided ideas for future lesson planning – some even leaving resources. -The specialists had a fantastic knowledge and enthusiasm for the sport they were delivering which rubbed off on the children. -House event made it competitive and children enjoyed cheering on their houses. -Working as a team was important in the house event and it was one where every person added to the score and couldn't 'let the team down'. -All the sports arranged were incredibly active and were able to 'improve fitness'. -Staff Feedback outlined:</p> <ul style="list-style-type: none"> • Children were engaged with football and for some of them it was the first (and very exciting) time they had ever been to a football stadium and for some it was the first ever time they had watched live sport. • Children thoroughly enjoyed the activities that surrounded the event, from human darts to inflatable obstacle courses which meant they were also active as part of the day. • Staff also pointed out a couple of children who have since returned to watch a 	<p>-Identify more opportunities like this to reward those who have represented the school and to also allow the opportunity for those disadvantaged children to experience something they may never otherwise get to experience.</p>
--	---	---	--	--

			<p>football match as a result of this.</p> <p>-Pupil Feedback shows:</p> <ul style="list-style-type: none"> • 100% (24 children) of children said that they enjoyed the event and they would want to watch another live football match in the future if given the chance. • -8 of the 24 children have since returned to watch another live football match in their own time. 	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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:
-Supply cover for PLT meetings – To update PE Coordinator on the latest developments within the subject of PE and to liaise with other PE Coordinators to further enhance knowledge and understanding of how provision for the subject can be improved.	-Provide supply cover in order for PE coordinator to attend meetings. -Record minutes, keep a record of topics discussed, guest speakers and developments within PE. -Liaise with other PE leads. -Feedback any developments to Head and other staff members where relevant.	£600 - 6 x ½ day. PE Coordinator to attend Family of Schools/ Rushcliffe wide meetings each half term	-Minutes from meetings show the information gathered. -Information used from guest speakers – e.g. implementation of Tri-Golf into PE curriculum for Year 4. This was also implemented in targeted SEN/less active children intervention. -Feedback from meeting to head teacher/staff members – e.g. 30 minutes a day agenda updates for staff during briefings which have kept them up to date with what we need to be doing as a school in order to improve this provision. There has also been feedback to the head and deputy head to feed into our SIP (health and wellbeing).	-Information to continue to be passed on to staff and share good practice. -Identify areas of development that the staff require through a questionnaire. -Identify possible CPD opportunities available through the PLT and offer to staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>-Introduction of new sports to children in different year groups – Fencing (Year 4), Zumba (Year 2). There have also been updates to the LTP to give a broader range of sports to the curriculum – These changes have been made to give children a broader experience of sports to encourage a more active lifestyle and potentially open up new interests for them to pursue.</p>	<p>-Employ a Zumba coach to deliver. -Arrange Premier Sports to deliver Fencing. -Make changes where necessary to LTP to ensure broader range of sports are delivered throughout the school.</p>	<p>£1110 (£560 Zumba and £550 Fencing)</p>	<p>-10 children of varying ability and background were interviewed on the back of the Zumba sessions:</p> <ul style="list-style-type: none"> • Only some of the children had done any kind of Zumba previously. Those who had, had only done 1 or 2 sessions. • Children noted learning different moves, having the music with their favourite songs, getting steps and minutes of activity on Fitbits and being active as reasons for why they enjoyed it. • All 10 children said they would continue with Zumba again. <p>-Staff Comments:</p> <ul style="list-style-type: none"> • The children were excited for the sessions and looked forward to the lesson each week. • 100% participation, particularly the boys. • Parents commented on their children enjoying it. • Children have highlighted how they enjoyed this PE in their end of year comments on their reports. • Encouraged less active children to get involved. • Accessible to all children at their level. 	<p>-Continue to look at ways to develop the curriculum so that all year groups have access to new and different sports. -Impact suggests that these sports should continue.</p>

-10 children of varying ability and background were interviewed on the back of the Fencing sessions:

- None of the children had previously done fencing.
- Children noted learning a new sport, using the special equipment, competing against others and being responsible for the matches and becoming the referee as reasons for why they enjoyed it.
- All children could recall the skills and responsibilities they had been taught.
- 8/10 children said they would do fencing again outside of school given the opportunity.

-Staff comments:

- The children were very interested in learning a new sport, most of the children had never seen or heard of fencing before.
- The engagement of all children was of a very high level.
- The children grew in confidence as they began to learn more skills.
- All of the children began at the same skill level and this helped with those children who are less skilled in other sports.

<p>-Ice Skating Enrichment Programme (Year 5) - To give children a broader experience of sports to encourage a more active lifestyle and potentially open up new interests for them to pursue.</p>	<p>-Arrange sessions with National Ice Arena. -Send details of children to the Ice Arena. -Send out letters to parents explaining the details of the programme. -After completion of the programme, 4 children (selected by National Ice Arena talent scouts) to be invited to undertake a 6 week free training programme.</p>	<p>£720</p>	<p>-Updated LTP shows a broader coverage of sports now being accessed. -10 children of varying ability and background were interviewed on the back of the programme:</p> <ul style="list-style-type: none"> • All children gave Ice skating 9 or above out of 10 for enjoyment. • Children noted the teaching, the new skills learnt, being away from the classroom and being exposed to a new sport as reasons why they enjoyed it. • All children could name the skills that they covered during the programme. • 6/10 children have since been ice skating again. • 10/10 children said they would continue with ice skating outside of school given the opportunity. <p>Staff Comments:</p> <ul style="list-style-type: none"> • It was great to give the children a new experience. • The progress made was massive with 98% (out of 59 children) able to skate independently by the end of the program. • It built resilience and confidence in the children as they learnt to get up once they had fallen. • Almost all the children mentioned ice skating in their end of year report comments as something that has been 	
--	---	-------------	---	--

			<p>their biggest enjoyment/achievement of the whole year.</p> <ul style="list-style-type: none"> • Some children have used the vouchers given to go ice skating outside of school • 4 children attended a further 6 week program free of charge as being identified as gifted and talented and all 4 of the children attended this. • SEND children benefitted immensely from being outside of a school setting, learning something new and starting off on a level playing field in terms of ability to everyone else. 	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport	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:
Rushcliffe School Partnership Contribution – To increase participation in competitive sport and give children access to various activities with other schools.	<ul style="list-style-type: none"> -Attend PLT meetings to ascertain events planned for throughout the year. -Highlight events to be attended. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended. -Create Newsletter in order to communicate to the school community what sports have been done throughout the year. 	£700	<ul style="list-style-type: none"> -Lantern Lane Sports News newsletter shows how many competitions and festivals have been attended. It also gives an outline of how children got on in each of the events. -Extra Curricular and Sports competition registers shows the amount of children who have represented the school this year. We have had 90 children represent the school, 101 of which were new to representing the school in a festival or competition. -School Games Mark data shows how many events were attended by the 	<ul style="list-style-type: none"> -Buy into the partnership again next year in order to experience the same benefits. -Increase number of staff available to help facilitate going to events to increase the number of events attended throughout the year and, in effect, increase the amount of children representing the school.

<p>-FA Rushcliffe Partnership contribution – To increase participation in competitive sport and give children access to various activities with other schools.</p> <p>-Transport costs to festivals/events – In order to allow children to attend events outside of school.</p>	<p>-PE Coordinator to be aware of the cups and events on offer through the buy in through the year. -Arrange to attend the events throughout the year. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended. -Create Newsletter in order to communicate to the school community what sports have been done throughout the year.</p> <p>-Ascertain events which would need coach travel in order to attend. -Arrange coach travel.</p>	<p>£120</p> <p>£500 - (4x £95)</p>	<p>school. -School Games Mark Silver Award achieved. -Lantern Lane Sports News newsletter shows how many competitions and festivals have been attended. It also gives an outline of how children got on in each of the events. -Extra Curricular and Sports competition registers shows the amount of children who have represented the school this year. We have had 90 children represent the school, 101 of which were new to representing the school in a festival or competition. -School Games Mark Silver Award achieved.</p> <p>-Lantern Lane Sports News newsletter shows how many competitions and festivals have been attended. -Extra Curricular and Sports competition registers shows the amount of children who have represented the school this year. We have had 90 children represent the school, 101 of which were new to representing the school in a festival or competition. -School Games Mark data shows how many events were attended by the school. -School Games Mark Silver Award achieved. -Coach invoices.</p>	
---	---	------------------------------------	--	--

<p>-Supply cover for staff when attending events during school time.</p>	<p>-Attend PLT meetings to ascertain events planned for throughout the year. -Highlight events to be attended. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended. -Create Newsletter in order to communicate to the school community what sports have been done throughout the year.</p>	<p>£380 (2 afternoons with 1 teaching member of staff and 1 TA).</p>	<p>-Lantern Lane Sports News newsletter shows how many competitions and festivals have been attended. -Extra Curricular and Sports competition registers shows the amount of children who have represented the school this year. We have had 90 children represent the school, 101 of which were new to representing the school in a festival or competition. -School Games Mark data shows how many events were attended by the school. -School Games Mark Silver Award achieved.</p>	
		<p>Total spend- £19,900 Fund remaining £0</p>		

<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below*:</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>83%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>83%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>92%</p>
<p>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?</p>	<p>No</p>

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND   UK COACHING  UK active More people
More active
More often