

PE and School Sport Premium 2020/2021

Evidencing the impact and sustainability of the programme

School Name

Kings Meadow School

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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

Our overall school aim is to help all pupils who have previously found school a challenge become independent, lifelong learners who are able to regulate and manage their own feelings and behaviour. We have an ethos of “can do” rather than the children feeling they “can't do.”

Sports Premium will be used to improve engagement of all pupils in regular physical activity by raising the profile of PE across the school, allowing pupils additional opportunities and encouraging participation in competitive sport.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer.

This means that Kings Meadow School will use the premium to:

- i) Develop or add to the PE, physical activity and sport activities that our school already offers
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Key outcome indicators; updated for 2019/2020

Schools can use the funding to secure improvements in the following indicators;

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

Review of PE and School Sport Premium expenditure 2019/2020

Key priorities to date	Key achievements / What worked well <i>What evidence is there of impact on your objectives</i>	Key Learning / What will change next year (2020/2021) <i>Does this impact reflect value for money in terms of the budget allocated</i>
<p>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</p>	<p>PE - All children were offered the opportunity to participate in 40 minutes of organised PE every week. For most pupils, this was about the maximum length of time they could manage. Not all children either wanted to or were able to cope with this length of time despite considerable adult support, encouragement and a differentiated PE curriculum.</p> <p>On the last Wednesday of each term, a whole school intra sport competition took place with a focus on agility, balance and coordination.</p> <p>Lunchtimes - On Wednesday lunch times, children were given the opportunity to participate in a 30 minute physical activity. This was open to all children and those that did participate spoke enthusiastically about it.</p>	<p>To establish a lunchtime gymnastics club which will be open to all children and an outsider provider employed to deliver this to ensure it is fun and progressive.</p> <p>Children will work towards gaining nationally recognised gymnastic certificates to improve confidence and self worth.</p> <p>If it is possible, we will train and enter a gymnastics team into the Sainsbury's School Games Gymnastics Competition.</p> <p>Revisit the use of GoNoodle and assess how it can be more fully used to show progression.</p>

	<p>On Tuesday lunch times, an outside provider (Hotshots) delivered a fun and progressive skills based basketball club which was open to all children. Like Wednesday group times, the children spoke positively about this club.</p> <p>At lunch times, children had access to a range of bikes and scooters. During these times a range of cones and ramps were set out to develop children’s balance and control. The adventure playground continued to be enjoyed by most children. Tag was a favourite game. It was always very energetic and involved the children running, climbing and evading capture.</p> <p>Swimming - Throughout the year, each class received ten weeks of swimming lessons, led by a professional swimming coach for a period of thirty minutes. The majority of children fully engaged in these lessons and as a result, they started to gain a range of swimming certificates as well as progressing towards meeting end of KS2 expectations.</p> <p>Yoga - Every morning, for 5 to 8 minutes most children participated in some form of online yoga or dance activity.</p> <p>Each class had a weekly, timetabled slot to participate in a 30 minute yoga session delivered by a fully qualified children’s yoga teacher. There was a focus on relaxation and calming techniques. At times, when children struggled to regulate their emotions, adults encouraged the children to use breathing and calming techniques they had practiced during yoga.</p>	
<p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>This was achieved. As a school we did the following:</p> <ul style="list-style-type: none"> • Participated in five town wide school competitions (This was limited due to Covid19 virus). • Sports day was unable to take place due to COVID 19 • It had been arranged for an international female boxer to present awards to children in a special sports day assembly but again due to COVID 19 this could not happen. 	<p>Key learning - To successfully implement the (previously mentioned) wide range of weekly physical activity required careful planning. This also required staff to show flexibility and commitment to increasing the profile of physical activity throughout the school. Any out of school sporting event has a big impact on staffing. Dates are in the diary but those booking other appointments, meetings etc. need to be aware that a pre-existing sport event has been arranged and planned before adding more dates to the diary.</p>

	<ul style="list-style-type: none"> • Organised physical activity was timetabled and staffed every Wednesday group time. • Hotshots were employed to deliver a basketball club and this was accessible for all children. • Hotshots awards became a part of every Friday celebration assembly. • The whole school participated in orienteering as part of their history topic. • An intra sports basketball competition was arranged but due to COVID19 restrictions was cancelled. • Intra sport was successfully planned and delivered every half term. • As part of literacy, a dance teacher came in and taught the children a simple dance routine which they would have presented to the whole school but this did not happen due to COVID 19 restrictions. • As part of the same unit of work the children learnt circus skills delivered by an outside performer. 	<p>At the start of the year, allocate specific classes to specific sporting events. This will help in the planning of these events.</p> <p>Book another sporting celebrity to present Sports Day awards and inspire children to understand that every success involves a degree of failure along the way.</p> <p>Plan a basketball intra sport competition in conjunction with Hotshots.</p> <p>Look for appropriate and fun ways that the Gold Trip could have a sporting element to it.</p> <p>Setup a weekly gymnastics lunch time club.</p>
<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>At Kings Meadow we continue to buy in expertise rather than deliver PE ourselves. This ensures that the children receive excellent coaching while teachers and adults deal with any behaviour. This is a deliberate strategy and works in two ways.</p> <ol style="list-style-type: none"> 1. Allows teachers to observe good practice 2. Provides adults with ideas and strategies they can implement in their own teaching and delivery of physical activity. <p>However, teachers are becoming more confident and aware of the different sporting opportunities on offer and are frequently considering different ways to include these in the children's learning.</p> <p>This was evidenced in:</p> <ol style="list-style-type: none"> 1. Teachers training their class for orienteering in school and then taking them to an area to complete an orienteering course. 2. Teachers continuing to teach and practice a dance routine with their children following two sessions with a dance teacher. 	<p>Continue to seek out opportunities for skilled coaches to come and deliver one off taster sessions which help support the wider curriculum.</p> <p>Investigate the REAL PE programme.</p>

	3. Teachers continuing to teach and practice circus skills with their children following a one hour session with a circus performer.	
4. Broader experience of a range of sports and activities offered to all pupils	This was achieved and is evidenced in the list above.	Continue to look for other opportunities to link sport to the curriculum Gymnastics club at lunch time delivered by a level 3 gymnastics coach. Hotshots, intra basketball competition.
5. Increased participation in competitive sport	A wide range of children had the opportunity to participate in 5 different town wide sporting competitions.	Any out of school sporting event has a big impact on staffing. Dates are in the diary but those booking other appointments, meetings etc need to be aware that a pre-existing sport event is occurring before adding meetings to the diary.

Meeting national curriculum requirements for SWIMMING and WATER SAFETY

You can use your funding for...

- ✓ Professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- ✓ 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.

You should not use your funding to...

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budget.
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils’ completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum).
- ✗ Fund capital expenditure.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements

THERE IS NO SWIMMING DATA AVAILABLE DUE TO COVID 19 RESTRICTIONS NOT MAKING IT POSSIBLE FOR CHILDREN TO GO SWIMMING.		
Outcome	% of pupils achieving outcome	
	2019/2020	2020/2021
Swim competently, confidently and proficiently over a distance of at least 25 metres	0%	0%
Use a range of strokes effectively; front crawl, backstroke and breaststroke	0%	0%
Perform safe self-rescue in different water-based situations	0%	0%*
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?	N/A	N/A

*Our pupils all have a variety of complex learning needs, and therefore their achievement levels will differ to those from within mainstream primary schools. Through our 2019/2020 curriculum swimming programme we have seen a significant improvement in the number of pupils who demonstrate confidence within the water compared to previous years. We have developed methods to support our pupils to achieve this level of confidence and from this point will now work with the pupils to grow this confidence into introducing more structured swimming provision. For our pupils this has been a significant achievement and we are proud of their achievements

PE and School Sport Development Plan

2019/2020 Total funding allocated	Carry over from 2020/2021 =£1203.28 £16,000 + £10 per pupil (Year 1 – Year 6) =£16350 Total funding for 2020 /2021 =17553.8			
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	Planned Expenditure: % of total allocation:	£0	Actual expenditure: % of total allocation:	£13,784 79%
Key outcome indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£0	Actual expenditure: % of total allocation:	£230 1.3%
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£0	Actual expenditure: % of total allocation:	£ 0%
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£0	Actual expenditure: % of total allocation:	£339.79 2%
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:	£0	Actual expenditure: % of total allocation:	£100 0.6%

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 <i>Baseline measure: 2018/2019 Tracking progress: actual delivery 2019/2020</i>	Sustainability / Next Steps <i>How will this be maintained in 2020 -2021</i>
Provide 'active starters' to the beginning and	Use Go Noodle to provide a platform for staff to lead and deliver a series of	£0	£0	Lesson planning/rationale – teachers discussing their selected activities and	2018/2019 Baseline: There were some children who regularly refused to participate in this activity.	Teacher training needed to clarify the rationale and

throughout the day to prepare pupils for learning	active starters throughout the day to prepare the pupils for learning and support them to focus on a given task.			<p>understanding the reasoning for their choices.</p> <p>Pupil Voice to explore levels of enjoyment and engagement.</p>	<p>Those that engaged did appreciate the importance of this routine and enjoyed this part of the day. These were often the younger children.</p> <p>2019/2020 Tracking: All classes provided children with the opportunity to participate in a morning active starter. All classes used Gonoodle as a resource. Some classes allowed children to select a class activity while in other classes the teacher chose the activity. Regardless of the activity, a number pupils, especially the older children, refused to take part.</p>	<p>importance of a morning movement programme.</p> <p>Teachers to understand how this fits in with new Ofsted frame work.</p> <p>Use pupil voice to understand the reasons why some children refuse to engage in this activity.</p> <p><i>Due to the impact of Covid 19 it has not been possible for this piece of training to be completed. This is to be carried over to new academic year.</i></p>
Add more structure to lunchtime activity periods	<ul style="list-style-type: none"> - Review the current structure of lunchtime provision; food and active recreation - Continue to explore how to introduce more structured physical activity during lunchtimes - Consider the deployment of staff during this time - Consider the upskilling of staff and purchasing of equipment to make the venture successful 		<p>Hotshots £3472</p> <p>Equip £100</p>	<p>Track behaviour incidents</p> <p>Observations</p> <p>Pupils voice</p> <p>Staff evaluations/reviews</p>	<p>2018/2019 Baseline: Two lunch times a week, structured activities for the children were provided. Children participated in mixed classes. As a result, children were more confident about joining in with others and learned to move independently around the school. Children learned to make choices regarding the activity they wanted to attend and then stick with their choice. Staff enjoyed having an opportunity to interact with a wider range of pupils.</p> <p>2019/2020 Tracking: Lunchtime activities similar to those embedded the previous year were reintroduced and consistently planned and delivered every Wednesday. When, due to poor weather, it was not possible to use outside spaces, the activities were modified to make them suitable for indoors.</p>	<p>Reinstate Hotshots basketball club and consider how to introduce a regular intra basketball competition.</p> <p>This was reinstated and increased from one session per week to 2 sessions per week.</p> <p>Research the possibility of a lunchtime gymnastics club using an outside provider.</p> <p>This was not only researched but established with 2 classes per week accessing the club.</p>

					<p>At times, due to reduced staff in school, it was very challenging to run these activities but staff managed to find various ways to overcome this to ensure this part of the week was not cancelled.</p> <p>Hotshots basketball club was setup in the early Autumn and was a great success with the majority of children participating. An intra basketball competition was organised but due to Covid 19 could not take place.</p>	<p>More fully involve school crew in deciding lunch time group activities</p> <p>Due to Covid 19 the mixing of classes was not permitted. Due to changes in school timetable, closures etc it was not possible for the school crew to operate.</p> <p>Introduce a Friday sports club for year 5/6 children.</p> <p>Due to Covid 19 the mixing of classes was not permitted</p>
<p>Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy</p>	<p>Ensure all pupils have 1 hour of timetabled PE per week plus an additional 1 hour of school sport per week</p> <ul style="list-style-type: none"> - Ensure PE lessons are well structured and are progressive in their delivery - Ensure PE lessons are differentiated to enable all pupils to reach their potential 	<p>£0</p>	<p>Northampton town sport £3350</p> <p>Gymnastics (GLk) £1400</p> <p>Swimming £000</p>	<p>Track pupils progress in PE using Classroom Monitor.</p> <p>Monitor and evaluate pupil's enjoyment and interest in PE lessons</p> <p>Classroom observation of gross and fine motor skills</p>	<p>2018/2019 Baseline:</p> <p>PE coaches taught each class separately. These lessons were well designed and differentiated appropriately.</p> <p>2019/2020 Tracking:</p> <p>Using outside PE coaches has continued although some regrouping of classes was made to ensure effective differentiation and better progress for individual pupils.</p> <p>GLK gymnastics started to deliver six weeks of gymnastics but this was cut short due to COVID restrictions. During these sessions children worked towards gaining certificates of confidence.</p>	<p>Work with PE coaches to ensure that all lessons meet Covid19 guidance. Throughout the year Kings Meadow was able to have sports coaches in school whilst complying with Public Health England's guidance.</p> <p>Consider using the Real PE programme so that teachers can add additional activity, which is progressive to further support children being physically active. This was researched extensively and at this moment in time considered not the way to go. However PE lead is</p>

						revisiting the idea from time to time.
Provide more opportunities for pupils to access outdoor activities and practically demonstrate that physical activity can take many different forms	<p>Use the OUTDOOR LEARNING programme to drive the opportunity for more outdoor learning and learning through doing</p> <ul style="list-style-type: none"> - Purchase adequate outdoor clothing to allow the pupils to undertake outdoor activity safely and positively 		<p>Outdoor learning equipment kit £300</p> <p>Seeds of change £5162</p>	<p>Lesson observations</p> <p>Pupils' voice</p> <p>Photos</p> <p>Register of those participating and any associated behaviour incidents.</p> <p>Achievement/attainment</p>	<p>2018/2019 Baseline: Due to changes in Forest School areas, it was not possible to use the original site. However, outdoor learning days using the school site took place termly as an interim measure. Observations and pupil voice indicate a good level of pupil engagement and enjoyment.</p> <p>Reduced challenging behaviours during outdoor learning activities on site suggested a positive impact and higher levels of engagement. It also suggests that pupils were better able to manage unfamiliar situations.</p> <p>2019/2020 Tracking: In school Outdoor learning days continued. These were planned to ensure the whole school could participate. Until the school closure, all these days did take place regardless of the weather and provided a good opportunity for children to try different activities as well as learning to work in unfamiliar situations using unfamiliar equipment.</p>	<p>Plan termly outdoor learning days, which incorporate ideas and themes from Forest School.</p> <p>Classes all completed more learning outside during this time. However formal outside learning days did not happen due to restrictions around Covid 19.</p> <p>Continue to research suitable sites for Forest School.</p> <p>Explore opportunities to take the pupils off site to experience a variety of different learning environments.</p> <p>Due off site visits not being permitted this was unable to take place.</p>

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 <i>Baseline measure: 2018/2019 Tracking progress: actual delivery 2019/2020</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
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<p>Retain Schools Games Mark Award – Silver Award</p>	<p>Use the 2019/2020 School Games Mark Criteria and SSP Action Plan to embed good practice and develop new initiatives and opportunities as a year-round programme.</p> <ul style="list-style-type: none"> - Collect necessary evidence throughout the academic year - Identify pupils in advance of events who will represent the school - Share scheme and previous success of award with whole school staff 	<p>£0</p>	<p>Membership Northamptonshire sport £230</p>	<p>School Games Mark SSP Action Plan</p> <p>School Games Mark Evidence Folder</p>	<p>2018/2019 Baseline: School successfully achieved Silver School Games Mark Award in 2017/2018. The school continued to ensure the silver award criteria were met.</p> <p>2019/2020 Tracking: The school has continued to meet all the requirements for Silver award and has started to meet some gold requirements.</p>	<p>Retain or seek to improve on Award level – explore criteria in advance</p> <p>Raise awareness of the Award scheme with staff through staff meetings</p> <p>Celebrate success with parents and wider community</p> <p>The school continued to work in maintaining high standards of PE. The award scheme was on hold therefore we were unable to advance along the scheme</p> <p>Ensure good practice is embedded and delivered by all This was achieved.</p>
<p>Extend opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme</p>	<p>Use an appropriate scheme to upskill a cohort of young leaders who will be suitably trained to support the delivery of a wide range of activities from Intra School Competitions to fundraising days and more.</p> <ul style="list-style-type: none"> - Identify suitable staff to deliver the training/work with the leaders - Identify appropriate events for the Young 	<p>£0</p>	<p>£0</p>	<p>Young Leader Log Books</p> <p>Session Observations</p> <p>Reports</p> <p>Attendance registers</p>	<p>2018/2019 Baseline: This area was considered but it was not possible to develop. It will be revisited in 2019/2020</p> <p>2019/2020 Tracking: The school crew played a role in helping to select lunchtime activities and one crew member assisted with running Hotshots basketball club. A young leaders' workforce is still being discussed.</p>	<p>Teachers to consider how to formally identify those that demonstrate leadership.</p> <p>Through a range of activities including team work and team games, staff continued to look for those with leadership skills and through various outdoor opportunities developed these leadership skills.</p>

	<p>leaders to support which will allow them to gain positive and meaningful experiences</p>					<p>Teachers to consider how young leaders could be used as a workforce.</p> <p>Covid restrictions prevented this work being completed.</p> <p>Due to the size of the school the school crew will take on the role of a sports workforce? School crew is being relaunched with a more whole school focus and this will include a sports focus.</p>
<p>andShare and celebrate the achievements of pupils and teams in PE and School Sport</p>	<ul style="list-style-type: none"> - Use a school noticeboard and/or school digital system/website to share pupils and teams' successes. - Use the school newsletter or social media to promote on a half termly basis the successes and achievements of teams and pupils through PE and School Sport. - Consider using School Games Values and/or School values to 	<p>£0</p>	<p>£0</p>	<p>Schools Newsletters</p> <p>Social Media reports</p> <p>Photos</p> <p>Celebration Assemblies</p>	<p>2018/2019 Baseline: Sports teams and events were celebrated in whole school assemblies, following the event. Sports display board was used to display children's participation.</p> <p>2019/2020 Tracking: At the start of the year a sports board with photos of sporting events of those attending was re-established and maintained.</p>	<p>Engage pupils through writing reports for the news outlets.</p> <p>Keep the noticeboard/digital system/website up to date – ask pupils to take responsibility for this</p> <p>Display board in school to demonstrate engagement in sports and sporting activity.</p> <p>Regularly updated information on the school website to evidence</p>

	reward and recognise pupils' achievements					engagement and participation in events. School display board was maintained throughout the year with photos related to what was happening with sports in the school. DOJO was used to share photos with parents regarding the sporting activities children were doing. Due to not attending any events it was not possible to add reports.
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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 <i>Baseline measure: 2018/2019</i> <i>Tracking progress: actual delivery 2019/2020</i>	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 - Identify appropriate training workshops and teaching resources to support staff to further improve their quality of PE teaching.	£0	£0	Teaching walks Lesson Observations Staff Surveys Pupils' evaluations	2019/2018 Baseline: Staff confidence varied with the teaching of PE across the school. PE and gymnastics coaches are in place to support teacher CPD. 2019/2020 Tracking: Outside providers continued to be used to ensure high quality of teaching and learning took place. This released teachers to give time to those children who were struggling to join in and in many cases facilitate them rejoining the lesson.	Continue to use high quality coaches to deliver high quality. Links with Northampton town football, Hotshots and GLK (gymnastics) have been maintained and developed. Explore the Real PE programme as a way of upskilling teachers to deliver addition physical movement for pupils. PE lead attended a Real PE webinar, Zoom meeting with Real PE team and

						became familiar with the Real PE scheme of work. It was decided that at this moment in time not to buy into this scheme but to revisit the idea in the future,
Deployment of sports specialists to upskill staff	<ul style="list-style-type: none"> - Work with Northampton Town Football in the Community Scheme to upskill staff to deliver a range of games and activities – work with the coach who has specialist knowledge and experience in the SEND field. - Use Swimming coaches to teach swimming and encourage staff to work alongside the coach. - 	£0	£0	Lesson observations Staff reviews	<p>2018/2019 Baseline: Russell Lewis from NTF delivered much of the schools PE curriculum. Russell has had a positive response from the pupils and staff alike.</p> <p>Val Sabin delivered 6 weeks of gymnastics to the whole school using her own resources. The children thoroughly enjoyed this aspect of PE.</p> <p>2019/2020 Tracking: Russel Lewis continued his work within the school. Staff were able to observe the different approaches he used to develop the children’s agility, balance and control. Teachers have started to improve their own understanding of PE through these informal observations.</p> <p>GLK start to deliver a 6 week programme of gymnastics across the school with children working towards basic gymnastic skills. This was working very well and providing staff with the opportunity to observe good practice. Unfortunately, Covid19 brought this to an abrupt end.</p> <p>A swimming coach was employed to teach swimming. However many classes decided to split the class according to ability. This provided an opportunity for teachers to be involved in the teaching of swimming. Teachers would regularly</p>	<p>Identify further training needs of staff to support them to deliver high quality provision. Staff all got involved in teaching a number of sports in September over a two period. All activities were timetables and PE lead wrote detailed, easy to follow plans. This plan was activated a second time after Easter and provide a further opportunity for teachers to develop their confidence in delivering PE.</p> <p>Revisit the Real PE programme. Already mentioned</p> <p>Audit teachers’ confidence level when teaching swimming and if necessary arrange for teachers to attend further training in this area. Due to Covid no swimming took place.</p>

					discuss with the coach how their children were progressing and ask for support regarding how to progress their learning.	
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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 <i>Baseline measure: 2018/2019</i> <i>Tracking progress: actual delivery 2019/2020</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Expose the pupils to new physical activities and opportunities OFF the school site	Seek opportunities that pupils have not accessed within school before to broaden their knowledge and interest of activities beyond the school gates - Take the pupils to the Frontier Centre to experience orienteering under the supervision of school staff.	£0	Orienteering £000	Photos Pupils Voice Class observations Parental/Guardian feedback	2018/2019 Baseline: All children participated in whole school fencing at Frontier Centre. This activity also linked in with the history project. One class participate in an indoor climbing session linking PE /enjoyment/additional opportunities. 2019/2020 Tracking: Early in the year, the children used the school grounds to learn map and compass work as part of their Geography learning. Children then spent an afternoon at Frontier Centre where they tested out their skills in an unfamiliar location. Other opportunities were being explored but due to school closure these were unable to be followed through.	Embed ideas into the annual planning of activities Monitor and evaluate the relationship with external organisations and continue to explore ways outdoor opportunities can support the children and their learning. Due to Covid restrictions children spent a lot of time outside completing various aspects of learning.
Expose the pupils to new physical activities and opportunities ON the school site	Seek opportunities that pupils have not accessed within school before to broaden their knowledge and interest of activities - Look into expanding the provision of cycling for more pupils and	£0	Equip £339.79	Photos Pupils Voice Class observations Parental/Guardian feedback	2018/2019 Baseline: Ongoing work through lunchtime groups, play opportunities (small group and 1:1), Yoga was used throughout the school with a specialist (in-house) teacher promoting relaxation, reflection and core strength.	Embed ideas into the annual planning of activities Look to develop school to club links and provide the activity more regularly on the school site

	<p>using Balanceability to develop fundamental lifelong learning skills</p> <p>- Look into developing a weekly carousel of taster sessions, bringing in external providers where necessary</p>				<p>2019/2020 Tracking:</p> <p>Weekly yoga sessions (with qualified yoga teacher) were planned for all children as part of the core timetable. These were a great success and teachers regularly commented on the progress the students were making. In a short space of time, more students started to join in as they witnessed the enjoyment their peers were experiencing.</p> <p>As part of an English unit of work, children participated in a two hour dance work shop and a one hour circus skills workshop. Following on from these workshops, teachers continued to work with the children to develop their circus and dance skills.</p> <p>Both workshops were planned to be used in a whole school video production. Unfortunately the school was closed before this became possible.</p>	<p>Upskill staff to sustain the activities beyond the external opportunity</p> <p>This is still an area that needs developing</p>
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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 <i>Baseline measure: 2018/2019</i> <i>Tracking progress: actual delivery 2019/2020</i>	Sustainability / Next Steps <i>How will this be maintained in future years?</i>
Provide opportunities for SEND pupils to access appropriately levelled competitions	Identify SEND pupils and consider their abilities to access mainstream, inclusive or Project Ability competitions.	£0	£0	<p>Team Registration Forms</p> <p>Photos</p> <p>Pupil reports</p>	<p>2019/2020 Baseline:</p> <p>Kings Meadow attended eight competitions with a mix of pupils, with a range of abilities from different Key Stages.</p>	<p>At the start of the year, allocate different classes to a range of sporting events. Ensure teachers are aware of their responsibilities in relation</p>

					<p>2019/2020 Tracking: Despite staffing challenges at the start of the year and then the Covid19 pandemic, Kings Meadow still managed to attend 5 town wide sporting events. Each event was planned so that a wide range of children could participate. The rationale was participation rather than winning so as not to exclude any child.</p>	<p>to staffing, training, risk assessments and updating the whole school sports board.</p> <p>Where necessary, provide training for Staff to confidently and competently manage teams at competitions</p> <p>Due to Covid, no outside sporting events took place.</p>
Host a School Games Day (Sports Day) that culminates a year-round programme of PE and School Sport	<ul style="list-style-type: none"> - Develop a suitable format to engage all pupils within the school - Consider including Personal Challenge for the younger year groups to encourage healthy competition - Adequately prepare a cohort of leaders to plan and deliver the School Games Day 	£0	£0	<p>School Games Day programme</p> <p>Photos</p> <p>Media reports</p> <p>Pupil reports</p>	<p>2019/2020 Baseline: Whole sports day attended by pupils and parents. Some pupils who refused to participate in 2018 fully participated in 2019.</p> <p>Intra sports activities completed by all pupils, on several occasions.</p> <p>2019/2020 Tracking: As above planned but due to COVID 19 it was cancelled.</p>	<p>Plan whole school Sports Day and put dates in diary.</p> <p>Develop sports leaders to help run intra-sport events.</p> <p>Sports day was run for the whole school in July but parents were not allowed to attend,</p>
Provide opportunities for all pupils to access Personal Challenge activities	<p>Organise and deliver a series of Personal Challenge activities on your own school site</p> <ul style="list-style-type: none"> - Ensure activities are compliant with School Games formats - Upskill pupils to undertake in Young Leader roles to support 	£0	£0	<p>Personal Challenge Tracking cards</p> <p>Participation Tracking</p>	<p>2018/2019 Baseline: This was not offered to pupils last year and it is fairly new to the School Games offer/programme</p> <p>2019/2020 Tracking: This is still being considered and the termly intra-sports programme could be an effective starting point.</p>	<p>Upskill a workforce; Young Leaders and adults to confidently plan and deliver a series of activity sessions</p>

	<p>the delivery of the competitions</p> <ul style="list-style-type: none"> - Consider developing a personal challenge card so pupils can track their own progress 					
<p>Provide opportunities for all pupils to access Intra-School Competition</p>	<p>Organise and deliver a series of Intra-School Competitions on your own school site</p> <ul style="list-style-type: none"> - Ensure competitions are compliant with School Games formats - Upskill pupils to undertake in Young Leader roles to support the delivery of the competitions 	<p>£0</p>	<p>£100 Equip</p>	<p>Whole school House System based on classes</p> <p>Results sheets</p> <p>Photos</p> <p>Pupils reports</p>	<p>2018/2019 Baseline:</p> <p>Intra sports activities completed by all pupils, on several occasions but due to staffing and weather challenges not maintained and embedded.</p> <p>2019/2020 Tracking:</p> <p>As planned, all intra sports events took place.</p> <p>An intra sports basketball was arranged but due to Covid19 it had to be cancelled.</p> <p>Hotshots were helping to explore Links with Moulton Primary School who are keen to play some competitive basketball with Kings Meadow.</p>	<p>Put intra sports dates in diary and ensure staff appreciate the importance of taking part. This took place</p> <p>Celebrate intra sports winners in assembly and on whole school sports board.</p> <p>Due to not all children being able to participate in intra sports due to school closures etc it was not possible to accurately report on those who made the greatest progress.</p> <p>Plan an intra school basketball competition for Spring 2021.</p> <p>Covid did not allow this to happen.</p>
<p>Provide access to transport to enable pupils and staff to access opportunities</p>	<p>Utilise a minibus as required to allow pupils and staff to easily access PE and School Sport opportunities</p>			<p>Participation at events</p>	<p>2018/2019 Baseline:</p> <p>Minibus was used frequently to attend sporting events and swimming lessons.</p> <p>2019/2020 Tracking:</p> <p>Minibus used frequently to attend sporting events and swimming lessons.</p> <p>MIDAS training refresher for some staff.</p>	<p>Recruit several drivers who hold the relevant drivers licence and would be willing to drive the minibus for payment or voluntarily.</p> <p>Teachers to undertake midus training in July 2021.</p>

Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

Completed by:	Sasha Lees and Philip Clayton					Date:			
Document updated									

Department for Education guidance on how to use the Primary PE and Sport Premium – updated in October 2019

Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.

This means that you should use the premium to:

- ✓ Develop or add to the PE, physical activity and sport activities that your school already offers
- ✓ Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

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
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

For example, you can use your funding to:

- ✓ Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across your school
- ✓ Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- ✓ Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- ✓ Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- ✓ Enter or run more sport competitions
- ✓ Partner with other schools to run sports activities and clubs
- ✓ Increase pupils' participation in the School Games
- ✓ Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- ✓ Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2
- ✓ Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

Raising attainment in primary school swimming

The premium can be used to:

- ✓ Fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.
- ✓ 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.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements. Further details are in the [online reporting section](#).

You should not use your funding to:

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- ✗ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- ✗ Fund capital expenditure

Accountability

Ofsted inspections

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the [Ofsted schools inspection handbook 2018](#).

Online reporting

You must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

- ✓ The amount of premium received
- ✓ A full breakdown of how it has been spent
- ✓ The impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- ✓ How the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2019 to 2020 academic year who met the national curriculum requirement to:

- ✓ Swim competently, confidently and proficiently over a distance of at least 25 metres

- ✓ Use a range of strokes effectively
- ✓ Perform safe self-rescue in different water-based situations
- ✓ Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record and publish your activity. We have commissioned partners in the physical education and school sport sector to develop a template. The template can be accessed through the Association for PE and Youth Sport Trust websites.

School compliance reviews

We will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose it was provided only; to make additional and sustainable improvements to the PE, sport and physical activity offered.