



Lanesfield Primary School Sports Premium Funding 2020 - 2021



J Cotham

To create a school with a unique atmosphere and endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation.

At Lanesfield Primary School, we want to support our children to lead healthy and active lives. Through the teaching of PE, Science and PSHE we aim to support our children's health and wellbeing. Through our curriculum, the school day and extra-curricular activities our aim is to allow children to experience a range of physical activities, and a broad opportunity of sports and competition.

The Primary Physical Education and School Sport Funding allows us to continually develop teaching knowledge and improve experiences for our children. The funding we receive allows us to employ a physical education teacher who can lead and work with staff members to up skill their delivery of Physical Education. The funding also allows us to have the use of minibus, which facilitates our ability to attend School Games events and swimming lessons. Extra-curricular provision is supported by the PE Premium by employing coaches from Wolverhampton Wanderers and Chance to Shine.

Our aims for PE and sport at Lanesfield:

- Improve the facilities (including equipment) to support the development of the PE Curriculum and School Sport
- To develop a curriculum allowing many physical and sporting opportunities
- To raise the profile of PE and improve understanding of maintaining a healthy active lifestyle
- To allow all teachers to have the confidence and knowledge to support PE, physical activity and sport
- To achieve AfPE accreditation to support our delivery of PE

The PE Premium spend from September 2020 to July 2021 left budget that was unspent due to Covid-19. Due to disruption caused by Covid-19 the Department for Education has given permission for schools to 'carry over' any underspend from the 2019/2020 academic year into 2020/21. At Lanesfield Primary School we noted underspend of **£3875**, this is detailed below.

Academic Year Commencing September 2019	
Pupils Covered by Premium (as per Jan 20 census)	279 children
Amount of PE and Sports Funding per pupil	£10 per pupil
	£16,000
Money carried forward from 2019- 2020	£3875
Estimated funding allocation 2020 - 2021	£22665

Lanesfield proposed academic year spending
September 2020 to July 2021

Target/Objectives	Task/Action (What activities will bring about this improvement)	Lead person	(Who will do what)	Timescale (When will each action happen and when will it be completed)	Resources (time/cost/source)	Monitoring (What evidence will be gathered, by whom/when)	Evaluation (Impact)
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Key Indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Percentage of Funding Spent on Key Indicator 1:
10%

To increase physical activity at lunchtimes throughout the school.	Identify 10 children (sports leaders) who are good leaders and who would be able to lead small sided games. Children to then go on a course through Wider Curriculum to understand leadership skills and games and activities that can be completed in school.	JC	JC to target the children who would be good leaders Organise a suitable date for the leadership training	Children undertook training September 2020 Identify what the children can do in terms of Covid risk assessment,	Sports Leader - activity training £1,100 Play equipment for each class to support playtime activity levels £1200	Due to bubbles in school children can not cross over, however I have used the children's leadership skills during PE lessons and in Summer Term asked the children to lead warm ups within their PE sessions. Sports Day will allow the children to support all year groups in a leadership capacity. Oversee what the children use the most in their class equipment box and monitor any increase in activity outside.	Due to Covid risk assessment children have been unable to complete leading activities to younger age groups. However, the children will have learnt skills through the training that will support them later on in life. The equipment per class has supported more active play. We have noted less playground issues and first aid required as children are playing more child-initiated games with the equipment provided.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of Funding Spent on Key Indicator 2:
20%

Increase the amount of children who can swim 25m at the end of year 6	Booster swimming sessions, JC to identify the children who have not achieved the 25m during year 3 swimming lessons. JC and ZR to work with local swimming pool to find a slot for an additional swimming for year 6 children	JC ZR	ZR to work with ongoing contact at The Royal School JC to find alternative venue and identify groups of children Find if any teachers would be interested in completing swimming instructor course.	Academic Year 2019 - 2020 Organise set amount of weeks (12 minimum) for children to have an increase of swimming lessons. JC to attend a swimming teacher course to support teaching.	The Royal School Use of minibuses to transport for swimming Terms Worth of swimming lessons: £1300 x2.5 JC to attend Swimming teacher course £320	Children will be assessed at the end of each term. Swimming data will be presented online before July 31 st	Year 6 children have completed 2 and a half terms of swimming. This has allowed more children to achieve swimming 25m unaided. Year 3 11% Year 6 52%
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Increase in children's physical activity to and from school	Walk to School Week Children to be engaged with the initiative to encourage children to walk, cycle or scooter into school	JC	JC to publicise through an assembly and through school twitter/ facebook	Walk to School Week May 2021	Assembly to take place Publicised on school websites and social media JC to buy W2SW packs £150	JC to ask teachers to keep track of the children who have completed walk to school week. Further tracking required after W2SW - questionnaire to pupils/parents to see how many children are physically active on the way to school.	Over 100 children walked at least once to school. Children engaged with stickers and badges. Noticed more children bringing bikes to school in the summer months. Need to continually monitor children's travel to school.
AfPE Accreditation allows visitors and parents to understand our commitment to improve PE and SSPA throughout school	Work with AfPE accreditors to create a sustainable PESSPA Complete the application form identifying all areas of excellence for PESSPA at Lanesfield	JC ZR GW	JC to liaise with Gina Wallis to receive support to allow Lanesfield to receive accreditation	Originally applied for November application date, however AfPE moved accreditation date to June 2021	JC to complete application form and complete walk around with GW JC to apply and cost £275	3 year accreditation allows confirmation of sustainability throughout the PESSPA that we deliver in school.	Completing the accreditation shows the commitment as a school we have to physical education and targets going forward to support the implementation and impact we can have as a school.

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House Point Prizes to support improved behaviour and encourage PESSPA at home.	Identify children who have achieved most house points in school for each house at the end of each term. Encourage teachers to use House Point system Plan purchase of prizes so that they are given out at the end of each term.	JC	JC to manage house point system	JC to order prizes and support teachers to use the house point system.	Online House point system £400 Prizes £150	Identifying the children who are receiving the prizes Discuss with teachers if it is creating a positive impact on behaviour in the classroom. Discuss with the children who have won prizes whether they have been more active at home.	The impact has allowed the whole school to be part of something when it has been hard due to Covid-19 to do things as a whole school. The children have engaged with all house competitions and house points which has raised the profile of PE. The prizes for house points have all be linked with PESSPA to encourage children to be active at home.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of Funding Spent on Key Indicator 3: 28%
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Improving curriculum mapping and identifying PE lead weaknesses and areas for development	JC to deliver all PE in 2020/2021 due to Covid-19 risk assessments. This will allow JC to oversee the whole school physical development and understand areas of development in the curriculum. JC will map all year groups and identify planning required for a progressive curriculum, especially split year group classes.	JC	JC will complete required tasks. Check in meetings with ZR during each term to understand progression.	September 2020 through to July 2021	PE Lead £6,000 Use of the lockdown to support planning and curriculum mapping. JC to research many schools curriculum programmes and PSSPA	JC to observe children in lessons and assess to see how many children are secure in games, athletics, dance, gymnastics and OAA. Overview in July 2021 to then help map September 2021 to support class teachers when they complete delivery of PE.	JC has allowed to increase confidence and competence of children. Through the lockdown adapted lessons to support children at home. Also helped children track their activity levels with a house competition. Time has been spent to map the curriculum which will support the teachers who are delivering PE next year with JC support.
To improve planning by teacher resources to support the development of the curriculum	Identify resources that are required to support curriculum mapping.	JC	JC to identify resources to support medium term planning	September 2020 through to July 2021	Gymnastic prompt cards £99 KS1 Curriculum Games £30 Mini Basketball £30 Outdoor Adventurous Activities £75	Use the resources to help map and plan the curriculum. This will also support teachers in delivery.	JC has been able to use the resources to improve planning. The resources are there for all teachers to be able to refer to as diagrams and explanations can help teachers increase their confidence in delivery certain activities. The planning resources have allowed a broad range of areas of the curriculum to be taught to all year groups.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of Funding Spent on Key Indicator 4: 31%
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Children to have a range of School Sport Experiences: Football	JC and ZR to communicate with the Wolves coaching programme to support teacher delivery and engage with children to support lunchtime activities	JC GW ZR	JC to discuss with coaches what is required from them and how to support	Discussion with GW September 2020 Review Dec 2020 Review April 2021	£5000 Wolverhampton Wanderers	JC to monitor behaviour at lunchtimes. Wolves coaches to support Year 6 behaviour at lunchtimes by providing structured activities.	Wolves coaches created good rapport with the children and supported delivery of PE. Also worked with PE lead to support CPD during the January lockdown.
Improve equipment throughout school to be used in PE lessons but also during physical development for EYFS	JC identify areas of the curriculum that equipment is required and identify equipment that needs replacing or is damaged.	JC	JC to complete a checklist across what is available in school. JC to spot gaps and research	JC to identify September 2020 Review April 2020	Tennis Equipment £380 Pick and Play Equipment £650 Gymnastics Tables £515 Parachutes £55 Cricket Balls £50	JC to use the equipment purchased into planning.	Gymnastic tables allow the children to explore more creative movements and links clearly with the climbing frames already in school. Other equipment supporting increased development in all areas of the curriculum. Using parachutes more in OAA; Cricket balls supporting finger placement when bowling and throwing.

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<p>All year 2 children to attend Kingswood: OAA day.</p> <p>Year 6 to attend a Supping Day at Chelmarsh reservoir</p>	<p>Identify costing of Kingswood for both year groups and approximate cost per pupil.</p> <p>Ideally reduce the cost and to support all children to go.</p> <p>Identify costing implications of Chelmarsh for instructors and hire of equipment.</p>	<p>FS ZR JS TCC</p>	<p>FS to sort dates of trip and identify any children who haven't paid or need support for trip.</p> <p>JS to sort dates and costings to establish free experience for year 6s.</p>	<p>Kingswood trip in July to support bubbles and Covid-19 Trip risk assessment.</p> <p>July last week of term, after year long swimming intervention.</p>	<p>£300</p>	<p>Children to feedback on trip and what different activities they have been able to complete.</p>	<p>Children have experienced climbing, team building and problem solving activities outside of the normal school environment.</p> <p>Many of the children will have never been to a residential site like Kingswood and tried the different activities. This allowed the children to gain confidence in something unknown and support them to take risks and try something new.</p> <p>Going to Chelmarsh was a new experience for the children many children had never been on open water. This opportunity showed the children what other physical activity opportunities there are not just specific sports. The swimming lessons throughout the year allowed the children to enjoy the experience rather than be scared of the water.</p>

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Key Indicator 5: Increased participation in competitive sport

Percentage of Funding Spent on Key Indicator 5:
11%

To support travel to sporting events	School to use funding to support a minibus.	ZR SCM	ZR to make sure allocated funding supports the provision of the minibus	Minibus onsite March 2020	£2500	Minibus to be used to attend sporting events and swimming lessons	The minibus allows transport to and from swimming - this allows maximum swimming time and costs to be reduced rather than hiring coaches.
To increase the house system profile	To increase the profile of the house system throughout school through house competitions.	JC	JC to look into an online house point system JC to look at buying a house cup/ sports day trophies	Sports Day trophies 2021	£80	Planned in house competitions to support competitive element to of the house system. Also engage with the children wearing house coloured tops. Buy house cups to increase children to support teamwork in their house. Supports the profile of the house captains.	The visual allows the children to have a visual of what they are working towards and work collaboratively with their house and children in their house. The school games values are used throughout house competitions to focus the children's attention on all areas of a house competition.

Action Plan 2020 - 2021 Review

Key Indicator	Intent	Achievements
<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> - To improve physical activity at lunchtimes and playtimes with the use of Chance to Shine, Wolves Foundation and CPD with lunchtime supervisors - Improved lunchtime equipment KS2 - To increase walking/cycling to school - Increase active learning in lessons, JC to lead a CPD 	<ul style="list-style-type: none"> - Each class has their own equipment which has allowed the children to be more active at break times. The wolves coaches have supported year 6 lunchtimes this has helped with behaviour as they have been able to lead structured activities and built good relationships with the children. - Children completed walk to school week in May 2021, children were engaged and over 100 children walked to school. This needs to continue to be monitored to see how many children are completing active travel to school. - JC has created a bank of web resources and shared with teachers to support children in lessons giving brain breaks and has encouraged more break times throughout the day. All year groups now receive a minimum of 3 breaks outside a day.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> - Increased amount of sporting competitions attended - AfPE accreditation - Increased amount of house competitions - Increase teachers CPD - School Swimming Levels - Whole Year Swimming Year 3 and 4 - Intervention Swimming Year 6 Autumn Term (with potential to Extend) - Athlete visits in school 2021 Olympic Link 1 a term - National Skipping Day 	<ul style="list-style-type: none"> - Children have been involved with virtual School Games competitions and have competed in a range of intra house competitions throughout the school year. Due to Covid-19 children have been unable to play inter-school competitions. - JC has worked with Gina Wallis from AfPE to work towards the AfPE accreditation with the walk around in Summer 2021. - Children have completed 2 and a half terms swimming lessons even though there has been lockdowns and isolation periods. Year 6 children now able to swim has increased from statutory swimming lessons in year 3 (11% - 52%) - Due to Covid-19 JC has delivered all the PE to support the risk assessment. However going forward more CPD will take place for all teachers as there will be a increased expectation for class teachers to deliver PE. - Due to Covid-19 athletes in school has been pushed back. This is something to engage with in September 2021 with less restrictions.
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> - Increase teachers CPD: Swimming - Teachers questionnaire to understand strengths and weaknesses in their delivery of PE - Increase PE lead CPD: Swimming, Dance, 	<ul style="list-style-type: none"> - JC to undertake a Swimming instructor course August 2021 to then receive a qualification to deliver swimming. This will reduce costs for swimming and allow smaller groups when we go swimming. - JC completed a staff questionnaire and understood all the teachers needs. This is

	Gymnastics, Tennis	something that will be used in September 2021 when team teaching will be taking place.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> - To improve attendance to OAA trips, include a year 6 OAA trip experience range of activities eg sailing - To increase focus on range of extra-curricular - To work with outside agencies: Chance to Shine and Wolves 	<ul style="list-style-type: none"> - Due to Covid-19 there has been a limitation on trips, however during Summer 2021 Year 2 and Year 6 were able to undertake trips to Kings wood and Chelmarsh Sailing Club where they were able to complete a range of OAA activities to give them a broader experience than in school. - It was decided that due to class bubbles extra-curricular activities were difficult to undertake. This is a target next year for more extra-curricular activities that are linked to PESSPA to allow the children to experience different activities. - We have worked with Chance to Shine and Wolves Foundation this year to support delivery of lessons. 2 classes have benefitted from a 6 week Chance to Shine block of lessons and a further 2 classes have benefitted from the Wolves coaches in their PE lessons.
Key Indicator 5: Increased participation in competitive sport	<ul style="list-style-type: none"> - Increase range of sports competitions - Increase Inclusive event participation - Minibus driving course for more teachers to be able to drive minibuses to support increased participation 	<ul style="list-style-type: none"> - Although competitive sport outside school has been limited, there have been a range of house competitions in school. Children across all year groups have competed in house competitions and have learnt to record and track their results in games. - More teachers have undertaken minibus training, this has supported swimming lessons. We have not had to rely on outside agencies for minibus travel.

Action Plan 2021 - 2022

Key Indicator	Intent	Implementation and Impact
<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> - To improve physical activity at lunchtimes and playtimes with the use of Chance to Shine, Wolves Foundation and CPD with learning support - To increase walking/cycling to school - Increase active learning in lessons, JC to lead a CPD - To sustain increased amount of breaktimes 	<ul style="list-style-type: none"> - New sports leaders trained and plan implemented how they can support lunchtime activities with KS1 - School council to discuss playground equipment - Walk to school week and tracking all year round of active travel - Look at timetable to sustain longer breaktimes to increase the 60 minutes of physical activity a day.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> - Increase amount of sporting competitions attended - Increase amount of house competitions - Improve School Swimming Levels with year 6 booster lessons - Whole Year Swimming Year 3 - Athlete visits / National school sports week/ identify sporting calendar 	<ul style="list-style-type: none"> - JC to work with SGO to make sure attendance at a range of events including Inclusive events - JC to organise a range of house competitions and include sports leaders - JC to lead staff meetings and include teachers in discussion on their experience delivering PE - Increase variety of sports known and link with athletes and sports in the Olympics, children to complete activities with athletes and assemblies
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> - Increase teachers CPD: Swimming - Team teaching across all areas of the PE curriculum - Teacher and Learning support CPD - Increase PE lead CPD: Dance, Gymnastics, 	<ul style="list-style-type: none"> - JC to identify teachers who would like support for PE delivery - Identify courses to support other teaching staff and JC leadership skills, running staff meetings to support understanding. - ConnectEd courses to support CPD
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> - To improve attendance to OAA trips, include a year 6 OAA trip experience range of activities eg sailing, paddle-boarding - To increase participation in extra-curricular activities - To work with outside agencies: Chance to Shine and Wolves to support extra-curricular activities 	<ul style="list-style-type: none"> - Identify OAA numbers (Year 2 and 6 trip) and see how school can offer support for 80% to attend - Identify agencies to work with in school to upskill staff and increase extra-curricular
<p>Key Indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> - Increase range of sports competitions - Increase Inclusive event participation - Identify competitions in the calendar and work with all teachers to support competitions outside of school 	<ul style="list-style-type: none"> - Work with SGOs to improve competition - Inclusive events - Work with SLT and staff to identify help and support with sporting events

