

Primary PE & Sport funding

At Leftwich Community Primary School we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The full amount of PE & Sport Premium received for 2019/20 is £18,032

Due to COVID-19 £8, 332 is to be carried forward.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				57.8%
Intent	Implementation	Impact	Sustainability	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To raise levels of daily activity throughout all the curriculum subjects.</p> <p>To encourage children to be active at break and lunch times.</p> <p>To engage all children in extra-curricular clubs.</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used the Active School Planner to create Heatmaps covering some classes and a range of target groups including the least active and gender groups. The patterns of behaviour shown by the Heatmaps show that core curriculum subjects have less planned activity built into them than the non-core subjects. To address this issue a meeting between PE, Maths and English co-ordinators to be</p>	<p style="text-align: center;">10,400</p> <p><i>SS Partnership 3500</i> <i>Teach Active 1200</i> <i>Clubs and Lunchtime 5200</i> <i>Balance Bikes 500</i></p>	<p>The P.E. staff meeting and sharing of the training with all staff was timetabled for the week of the school closure March 2020. Zoom staff meeting regarding curriculum coverage moving forward in Maths and English from September 2020 enabled opportunity to share Active Teach information.</p> <p>All classes doing daily Go Noodle sessions.</p> <p>Sports clubs offered up until March closure: Dance, Gymnastics, Youth Kicks Football,</p>	<p>To support and encourage Active Teach sessions to be adapted and incorporated into the curriculum for both main teaching and intervention work.</p> <p>To introduce a broader spectrum of after school clubs e.g. Tri Golf.</p> <p>To promote the homework section of Teach Active through the school website.</p>

	<p>arranged Oct 19 and to reintroduce Active Maths and Active Literacy (now under the 'Teach Active' umbrella) PE Staff Meeting to share practice planned March 20.</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps.</p> <p>We are using Go-Noodle to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</p> <p>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. Pupil voice to be gained to find barriers to children accessing these clubs. All our clubs will be offered free of charge to the children.</p> <p>Our Tuesday Club C4L in years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles</p> <p>Our school runs a recreational running programme called Daily Mile where pupils run or walk laps of our designated track</p> <p>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants will attend training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.</p> <p>Youth Kicks sports coaches are engaged 3 x per week to target groups at lunch times.</p> <p>We have engaged with the British Cycling balance biking programme Ready Set Set,</p>		<p>Tai Kwon Do, Netball, Change For Life, Running.</p> <p>According to pupil voice the barriers to attendance included childcare issues, collection of siblings at different times, wanting to be at home. To help remove these barriers lunch time sports clubs are being introduced. This has helped improve behaviour on the playground as well as enabling more children to access the clubs.</p> <p>Pupils enjoy Daily Mile as it enables them to continually strive for personal best distances which are recorded half termly. Laps counted for each class and leader board displayed on the Sports noticeboard.</p> <p>Children have free access to the track at break and lunchtimes in all weather. Children actively choose to use this facility.</p> <p>Training and receipt of the balance bikes has been suspended until 2020-21 term due to the school closures.</p> <p>'Travel Tuesday' began in January. The project was in its infancy, however there was some success in encouraging families to walk, bike or scoot to school and to extend their activity by doing laps of the track.</p>	
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	Big Pedal and Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.			
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Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.3%
Intent	Implementation	Impact	Sustainability	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To link PE to the core subjects to raise attainment.</p> <ul style="list-style-type: none"> • Science Week • Active Maths • Active Literacy • Handwriting 	<p>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. PE staff meetings to be booked for Spring and Summer Term.</p> <p>Welcome an athlete role-model (Pete Mitchell) to school to inspire our pupils to increase their participation in PE & School Sport.</p> <p>Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active</p> <p>Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p>	<p>600</p> <p>Athlete 500 Supply 100</p>	<p>PE co-ordinator has attended all subject leader cluster meetings, including online meetings during school closures. This has enabled us to:</p> <p>Retain our Gold School Games Award</p> <p>Train Phys Kids in school to lead playground activity.</p> <p>To implement the change for life club during a Tuesday Lunch time that targeted the least active and those children in Years 3 and 4 who had not attended after school clubs in the previous year.</p> <p>Regularly participate in active breaks such as Go Noodle, cosmic yoga and 5 a day type activity.</p> <p>Engaged KS2 pupils as Sport leaders (SSOC – School Sports Organising Crew)</p> <p>Encourage less active pupils to engage in a healthy active lifestyle.</p>	<p>To implement the My Personal Best Themes throughout the curriculum.</p> <p>Incorporate Active Teach into Pathways (English)and White Rose Hub (Maths) documents.</p> <p>To target least active pupils for new C4L club</p> <p>To track pupils that leave C4L to see if they attend future sports clubs.</p>

In Science Week we made explicit PE and Science links. We invited Pete Mitchell in to deliver active work shops based around the key values required for being a guide to a rider with visual impairments. We engaged parents and carers by inviting them to join their children in the PE workshop.

We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives.

Regular posting of active challenges on the school Facebook page. Staff video of challenge to encourage pupils to join in.

Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'

To improve teachers confidence in delivering PE all training opportunities that are available online have been signposted to staff for CPD.

Whole school 'My Personal Best' Training was suspended due to school closure however all teaching staff have committed to undertake the online training by Sept 2020 and have received copies of the resources. The themes for My Personal Best have been mapped out throughout the PE curriculum and it is anticipated that in September these themes will link to the Recognition Reward system in every classroom.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.8%
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To increase staff confidence in delivering the Dance curriculum</p> <p>For pupils to show clear progression through dance sessions.</p> <p>To improve resources available for delivering the PE curriculum,</p>	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>We have available to all staff: Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training.</p> <p>'Next Steps' training to help staff develop their practice further planned for whole school.</p> <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. This year that support has been dance focused from Julia Harries and received by Year 1 and Year 3</p> <p>Our staff engaged with the Royal Opera House/Royal Ballet 'Create: Dance' project which will see increase confidence, competence and a wider range of resources in school to support the teaching of dance.</p>	<p>5000</p> <p>Resources</p>	<p>Dance focus has increased confidence in delivering the curriculum more effectively. Feedback from staff:</p> <ul style="list-style-type: none"> The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. More ideas about how to enable the children to make progress through the skills. The activities are brilliant and offer different, fun and enjoyable activities that can be linked to all areas of PE. The training had an excellent balance of hands on and discussion I really enjoy working with colleagues from other schools Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation. More confident in teaching more advanced skills Improved confidence in delivery of dance Much more organised and challenging lessons with a clear objective. More confidence in the ability to teach dance and use of ICT I now expect to be able to build more progressive PE lessons Found this co-delivery really useful and my 'challenging' class really enjoyed all aspects of it! 	<p>Ensure new staff members receive training opportunities.</p>

	Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2019/20.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.6%
Intent	Implementation	Impact	Sustainability	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage all children in at least one extra-curricular Sports Club.	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</p> <p>To get an orienteering course mapped out in the school grounds.</p>	<p>1000</p> <p>Orienteering course mapping</p>	<p>School Sports Organising Crew and Pupil Voice sessions have been used to find out which clubs will engage the children and what barriers there are to attendance. See key indicator 1</p> <p>Data for attendance at clubs over the year is unavailable due to closure. Clubs that ran in Autumn Term had good attendance and were near capacity.</p>	<p>Create a tennis club</p> <p>Get an orienteering club started</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To take B and C teams to events where possible.</p> <p>To create a new Sports Kit for competitions to promote team values and pride in representing the school.</p>	<p>Our staff will attend training focused on the School Games formats for intra and inter school competition</p> <p>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</p> <p>Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games</p>	<p>1000</p> <p>New kit x 20 650 Transport 350</p>	<p>We attend all sports competitions offered at CHSL.</p> <p>We have engaged less active pupils to attend sports events such as Run for Fun (we took all of the Year 3 and 4 cohort)</p> <p>We hold a Gold Sports Mark Award that demonstrates our continued commitment to increasing participation in competitive sport.</p>	<p>Work towards Platinum Sports Award</p> <p>Provide more L2 opportunities for pupils who do not normally engage (identify through registers)</p>

	through our SSOC or by increasing the number of sporting events we enter)			
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	69.2%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69.2%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No due to COVID-19

*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.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

