



Loxdale Primary School Sports Premium Funding Review 2019-2020.

J Fleet



Article 29: Goals of Education

Education must develop a child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.



Article 31: Leisure, Play and Culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

Aspect Priorities for Improvement:

To raise standards in PE in order to achieve expected outcomes for attainment and progress across all key stages during the year.

| | | | | | | | | |
|---|--------|--|---------|---|---|---|--|--|
| PE1 To maintain/improve outcomes in all year groups | PE 1.1 | Children who are below ARE to be targeted for improvement to ARE and identified ARE children to be targeted for GD. Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. | JF & DT | JF to target GD children with opportunities to play sport outside of school. Pupils who are below ARE to be targeted during PE lessons and given opportunities to take part in lunch and afterschool clubs. | Ongoing throughout the year - to be reviewed at the end of each term. | After school sports and lunch time sports coach (£9750) | Pupil questionnaires to be completed at the start of the academic year and at the end of each term. JF to observe PE lessons termly supported by a member of SLT to enable consistency in grading. JF to report to CC via termly review of SDP and Leadership Report. | Pupil questionnaires were completed for all KS2 children. Children were Rag rated based on the results. Subsequently, 16% of children were identified as being in the 'red' zone. As a direct response to these results, priority was given to any after school club applications made by those children on the 'red' list. 4% of the children on the 'red' list took up places at sports after school clubs. In addition, children in the 'red' zone were targeted as part of curriculum PE lessons. This was |
|---|--------|--|---------|---|---|---|--|--|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>visible during learning walks and observations. Moving forwards, the sport coordinator and deputy head have noted that feeding this information back via letters or parental consultations would have a greater impact on raising awareness with regards to obesity and inactivity. This will occur at the start of autumn 1 2020/2021.</p> <p>In order to improve the impact of pupil questionnaire results, continued priority will be given to the 'red' group children. Additionally, the least active pupils will be targeted for a weekly lunch club</p> |
|--|--|--|--|--|--|--|---|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | <p>during the academic year 2020/2021.</p> <p>Termly learning walks were carried out in the Autumn and Spring terms. During the autumn term learning walks and observations, the PE Coordinator observed good behaviour management strategies through the use of clear instructions and skill points. This resulted in children listening attentively to instructions. In addition, teacher modelling was judged to be good and as a result the children were clear on what an effective technique looked like. This was further consolidated by the use of peer modelling</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>which was effective in raising pupil aspirations. Praise and verbal feedback were provided through the use of skill points which had a visibly positive impact on the behaviour of the children who really wanted to please. Some good use of questioning was evident through the use of what and how questions and as a result children were given the opportunity to stretch thinking and understanding.</p> <p>It was noted that the differentiation used by our sports coach could have been clearer as some children did not appear adequately challenged. Based on</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>the feedback recieved by our sports coach, subsequent follow up observations were scheduled for the spring term. An improvement to learning outcomes and differentiation were observed in the follow up observations.</p> <p>Differentiation was provided through the use of individual targets for some of the lower achieving children (bounce on the floor rather than bounce upwards). As a result, all children working below ARE made good progress within the lesson.</p> <p>Additionally, the use of some 1 to 1 support for SEND children resulted in good progress for</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>these children. This highlighted that our sports coach had a good awareness of the needs of our SEND children.</p> <p>Furthermore, the bespoke challenges set for the children were extremely well thought out.</p> <p>Following on from a professional discussion between the deputy head, sport coordinator and sports coach it was decided that a hot, spicy and super spicy challenge would ensure an appropriately levelled challenge.</p> <p>Furthermore, investment has been made in a new PE scheme (Legacy PE</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>Planning). Each lesson plan within the scheme offers clear differentiation through it's support and extension ideas. As a result, this will address the needs of the children who are below ARE and those who are targeted for improvement to ARE or identified ARE children who are targeted for GD. Also, the Legacy PE planning provides industry expert advice on how to model and teach PE effectively through the use of podcasts, videos and photographs. This will ensure that teaching and support staff are adequately equipped with the level of subject knowledge required</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|----|--|---|--|--|--|
| | | | | | | | to provide our GD learners with the level of support they need. |
| | <p>PE 1.2</p> <p>To support teachers in the planning and teaching of curriculum PE.</p> <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | JF | JF to hold a staff meeting that provides guidance on how to plan and teach curriculum PE effectively across the year groups. | Ongoing during Autumn 1. To be reviewed at the end of the term through a class questionnaire. | PE INSET 2.9.19 delivered by Sports Plus | Monitoring of PE planning and lesson observations. JF to observe PE lessons termly supported by a member of SLT to enable consistency in grading. JF to report to CC via termly review of SDP and Leadership Report. | <p>Planning scrutiny, learning walks and termly leadership reviews were carried out and as a result the PE coordinator highlighted a need for learning outcomes to be made clearer across all curriculum PE sessions. This was monitored during lesson observations and learning walks and improvements were clearly made as the year progressed. The percentage of good practice observed across planning scrutinies, lesson observations and learning walks improved from 50% in the autumn term</p> |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | <p>to 75% in the summer term.</p> <p>In addition, during autumn term the PE coordinator carried out a total of 3 lesson observations (1 planned but informal) and a planning scrutiny. 50% of the overall practice was judged as good. Although some evidence of differentiation was observed through the use of groupings, it was still highlighted as an area for improvement as not all children were judged to be adequately challenged.</p> <p>Consequently, during the spring term, the PE coordinator</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|---|
| | | | | | | | | <p>observed 3 lessons and carried out another planning scrutiny focusing mainly on the differentiation of learning. It was evident that previous feedback had been acted upon as our sports coach had provided bespoke challenges for most of the learners and had deployed support staff to support the SEND children when appropriate. In addition, during a gymnastics lesson, groupings were made based on ability, with children being challenged through the use of different sized equipment.</p> <p>Overall 75% of teaching (planning and delivery) was</p> |
| | | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--------|--|---------|--|---|--|--|
| | | | | | | | <p>judged to be good during the spring term which was a 25% improvement when compared to the autumn term.</p> <p>Furthermore, it was noted that a child led approach to differentiation (hot, spicy and super spicy) should still be used and is something that the new PE scheme (Legacy PE Planning) will provide through its support and extension ideas.</p> |
| | PE 1.3 | To identify children who are gifted and talented at sport and create a register for each class and a list of children who participate in external club sports. | JF & DT | <p>JF to signpost children to external sport.</p> <p>JF to liaise with parents to make them aware of the</p> | Ongoing throughout the year and reviewed at the end of each term. | After school and lunchtime sports coach. (£9750) | <p>Gifted and talented register.</p> <p>Out of club register.</p> <p>Pupil interviews and questionnaires.</p> <p>Teacher assessments.</p> |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | <p>Key Indicator 1: The engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | | opportunities available to their children. | | | | <p>children on the GT register. Currently 39 children are listed on the gifted and talented register. In order to provide suitable opportunities for our GD children, information regarding external clubs and partner organisations is passed onto parents in the form of a school letter or a flyer directly from the organisation.</p> <p>Current active links with external sport and leisure organisations will feature as one of our school development targets for the academic year 2020/2021. As a result, creating and strengthening</p> |
|--|--|--|--|--|--|--|--|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>existing links with at least 5 external sport providers from within the local community will become a priority.</p> <p>Further opportunities are provided for our GD children through the invite only football afterschool club with all participatns taken from the gifted and talented register. 63% of UKS2 children currently attend this club.</p> <p>No data has been retained in terms of whether this has had an impact on the amount of children taking part in external sport. As a result, our sport coordinator, sports coach and deputy</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|---------------|---|----|---|------------------------------|--|--|
| | | | | | | | head will discuss the option of keeping an ongoing record of children taking part in the external sport suggested by school. |
| | PE 1.4 | To check WASPS website for any interschool competitions that the children can participate in and enter the school into competitions for at least 7 different sports. Key Indicator 5: Increased participation in competitive sport. | JF | JF to check the WASPS website for upcoming sports events. | The academic year 2019/2020. | (Paid as part of Connect Ed Subscription) 1 competition per half term | Competition entered certificate. JF to report to CC via termly review of SDP and Leadership Report. |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>take the role of captain which in turn has enabled the development of communication, team work and empathy.</p> <p>Competitive sport has also enabled pupils to develop resilience. For example, the overturning of a 5-1 deficit in one of our football league games, to draw 5-5. In addition, the overturning a 4-0 deficit to draw 4-4 during the quick sticks hockey tournament also highlights strong resilience.</p> <p>Unfortunately, due Covid-19 not all competitive commitments could</p> |
| | | | | | | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|---|-----------|--|---|---|---|---|
| | | | | | | | events could be satisfied. |
| | <p>PE 1.5</p> <p>To ensure that the sports clubs match the upcoming sports competitions.</p> <p>Key Indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | JF and DT | JF to cross reference the competition calendar with the sports clubs on offer. Liaising with DT to ensure that this is being followed. | To be reviewed termly. | After school sports coach and lunch time sports coach. (£9750) | Club registers, competition overview and club overview. JF to report to CC via termly review of SDP and Leadership Report. | Professional discussions have taken place between our sports coordinator and sports coach regarding after school sport clubs. As a result, termly afterschool clubs have been matched with the upcoming events on the WASPS calendar. Currently, a total of 180 are children attending afterschool and lunch clubs. |
| | <p>PE 1.6</p> <p>To increase the number of children playing competitive sport. All children to be given the opportunity to represent their house in at least 3 sports.</p> | JF | JF to arrange tournament formats to be given to teachers and DT. Tournaments to be played | Formats to be given to staff 1 week before the end of each half term. | A 1 hour PE lesson per class, per term. (£90) | Pupil questionnaire at the start of the year to check for participation levels. Follow up questionnaire to monitor any increases. | House afternoon during Autumn term had a focus on competitive sport. Each class took part in a house competition relating to PE topics. Year 3 |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|---|--|---|--|--|---|--|
| | <p>Key Indicator 5: Increased participation in competitive sport.</p> | | <p>in the last PE lesson of each half unit.</p> | | | <p>House registers to check which pupils have taken part.</p> | <p>and 4 competed in a football tournament, Year 5 in a Tag Rugby tournament and Year 6 in a Netball/Bench ball tournament. As a result, 186 children (100% of KS2) represented their house in a competitive sport.</p> <p>In addition, children took part in a house competition at the end of each PE unit. Therefore all 344 (100%) children have been provided with the opportunity to represent their houses in at least 1 sport.</p> <p>As a result of COVID-19, further opportunities could not be provided</p> |
|--|---|--|---|--|--|---|--|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | | |
|--|--------|--|----|--|------------------------------|---|--|--|
| | | | | | | | during spring and summer terms. | |
| | PE 1.7 | To audit and order any PE equipment that is needed for the upcoming year. Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. | JF | Liaise with DT to order the required PE kit. | End of September 2019 | £500 | Purchase order form. JF to report to CC via termly review of SDP and Leadership Report. | A full audit of PE equipment was carried out by our sports coordinator. All equipment was RAG rated in terms of how important it would be to replenish stock levels. As a result, our sports coordinator can order any PE equipment needed for the next academic year. Purchasing new equipment will enable the provision of a wider range of sports as well as enriching the delivery of existing sports. |
| | PE 1.8 | To provide children with opportunities to become play and sport leaders. | JF | Liaise with JP about play leaders and how they are | Ongoing throughout the year. | Training of children to become play and sport leaders | Play and sports leaders lists. JF to report to CC via termly review of | Play and sport leader training took place during autumn 1. As a result, 24 active sports leaders and |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--------------------|--|--------------------------------------|----------------------------|--|
| | Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. | | used within school | | Cost included as Wider Opportunities | SDP and Leadership Report. | <p>peer supporters are out on the playground each day supporting the delivery of sports and games.</p> <p>Investment in sport leaders has had a positive impact on the confidence of those involved when working with Key Stage 1 children. In addition, the use of sports leaders ensures playtimes are inclusive for everyone and that no child is left alone without anyone to play with. The role of sports leader also, develops important values such a patience, friendship, compassion and kindness as well as building confidence and communication skills throughout the</p> |
|--|--|--|--------------------|--|--------------------------------------|----------------------------|--|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|---------|---|--|---|--|--|
| | | | | | | | year. Training is provided for the role at the start of the academic year with follow up session in the spring term. This ensures that skills are kept up to date. |
| | <p>PE 1.9</p> <p>To ensure that Loxdale Primary School achieves at least silver from the 'School Games Mark'</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> | JF & DT | JF to use the 'School Games Mark' criteria to drive school sport. This will inform planning, after school clubs as well as internal and external competitive opportunities. | The criteria will need to be met before the deadline issued by the 'School Games Mark'. This date is not available at present. | Staff made available for external competitions. This is mostly afterschool but occasionally during school time. | Ongoing evidence to be collected in accordance with the 'School Games Mark' criteria. Our evidence will be examined externally and the award will be given based on the evidence provided on the 'Your School Games' website. JF to report to CC via termly review of SDP and Leadership Report. | As a result of COVID-19, the 'School Games Mark' was cancelled. Entry into the 'Black Country Commitment to Sport' award has acted as a replacement. In order to qualify for a grading evidence was out forwards against a range of criteria such as the extent of PE provision, the percentage of children taking part in extra curricular activities, the amount of active young leaders, the amount of active |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | | |
|--|--------|--|------------|--|--------------------------|--|--|--|
| | | | | | | | | <p>links to outside partners, clubs and leisure groups, the amount of intra and inter school sports events entered. Additionally, evidence of parental engagement, tailored sporting opportunities, embedded school games values and an active presence on over social media needed to be evidenced.</p> <p>An established grading was achieved which is the equivalent to 'Silver' on the 'School Games Mark' criteria.</p> |
| PE2 To ensure quality of teaching including accurate and consistent assessment | PE 2.1 | To undertake observations to ensure good quality teaching in PE and Swimming with the aim of | JF and EWJ | JF and EWJ to complete 3 observations per term on teaching staff and | 3 observations per term. | 3 x 1 hour observations per term. (£135) | Lesson observation feedback. Termly link governor monitoring: report | Observations, planning trawls and learning walks were carried out at least termly. As a result, good practice was |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | | |
|-----------------------------|--------|--|----|---|---|---|--|---|
| procedures in all subjects. | | increasing outstanding practice. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | | sports coaches. DT to observe externally. | | | to CC on Sports Plus coaching. | praised and feedback was clearly acted upon during subsequent observations or drop in sessions 75% at good or above showing a 25% increase from the autumn term. |
| | PE 2.2 | To ensure that P.E. and swimming lessons continue to be differentiated across school - particularly for identified HA children. Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | JF | JF to monitor PE lessons to ensure that the needs of all pupils are being met and the GD children are being challenged. | Ongoing and reviewed through the 3 termly observations. | 3 x 1 hour observations per term. (£135) | Lesson observations. Pupil interviews. Planning reviews. JF to report to CC via termly review of SDP and Leadership Report. | Lesson observations highlighted a need for clearer differentiation as some children were not challenged at the appropriate level therefore not all children were able to make good progress during the session. Feedback was provided and as a result, subsequent lesson observation highlighted an improvement in this area. Differentiation was evidenced in a tennis session |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--------|---|----|--|---|---|---|
| | | Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. | | | | | through the use of bespoke challenges for some children. In addition, the use of ability groupings was observed in a gymnastics lesson. The different groups enabled children to be challenged through the size of the equipment that they were using. The new Legacy PE Planning places a clearer focus on the STEP principle and child led differentiation. Therefore improvements should be seen in the range of differentiation provided for children during PE lessons. |
| | PE 2.3 | To ensure that learning objectives are being made clear to children prior to their | JF | JF to monitor PE lessons to ensure that learning | Ongoing and reviewed through the 3 termly observations. | 3 x 1 hour observations per term. (£135) | Lesson observations. Pupil interviews. |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | <p>learning and that the lessons being taught are enabling children to achieve those clearly set out targets.</p> <p>Key Indicator 1: The engagement of all pupils in regular physical activity.</p> | | <p>targets are being made clear and that learning matched those targets.</p> | | | <p>JF to report to CC via termly review of SDP and Leadership Report.</p> | <p>objectives to be made clearer and more child led.</p> <p>As a result, the sports coordinator and deputy head planned follow up learning walks and informal drop in sessions. Feedback had clearly been acted upon and was evident in subsequent lesson observations, learning walks and drop in sessions. The percentage of good practice had risen from 50% in autumn term to 25% in spring term.</p> <p>Further suggestions have been made with regards to child led differentiation. For example a hot, spicy or super spicy challenge that can be</p> |
|--|--|--|--|--|--|---|--|

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|--|
| | | | | | | | <p>chosen by the child. This could be provided through the use of printer resources, flip chart paper or the interactive whiteboard. This will be monitored during the next academic year and will be greatly improved through the use of the Legacy PE planning scheme.</p> |

At Loxdale, we recognise the contribution of PE and sport to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

Our Primary School PE and Sport's Funding will enable us to continue and extend our provision and become a 'School Games Mark' recognised school. Our funding will enable us to employ additional sports professionals, take part in more competitive sports, improve sporting opportunities for all and purchase new sporting equipment.

Add this on plain sheets - not with headings on please! Or should review cover all points but be on separate document???

What is the Sports Premium Funding? The PE and sport premium is government funding to help primary schools improve the quality of PE and sport activities. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Each school will receive £18,950. 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.

Our aims for PE and sport at Loxdale for the academic year 2020/2021

- Broaden the sporting opportunities and experiences available to pupils.
- To encourage the development of healthy, active lifestyles.
- To increase attainment in PE and sport.
- To ensure sustainability in our PE and sports provision.
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in supporting PE and sport at Loxdale.
- Achieve at least the silver award from the 'School Games Mark'.

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

Academic Year Commencing September 2019

| | |
|---|---------------|
| Pupils Covered by Premium (as per Jan 19 census) | 344 |
| Amount of PE and Sports Funding per pupil | £55 |
| PE and Sports Funding Allocation Academic Year 2018-19 (including lump sum of £16,000) | £18950 |

During the academic year September 2019 to July 2020 we plan to spend our funding in the following areas:

| Sports Premium Spend | Action | Expected Impact |
|--------------------------------|---|--|
| Sport leader - (£240 per year) | Quality assurance of the work of Sports coaches & instructors employed to coach in PE lessons & after-school Clubs by the PE Coordinator PE Coordinator - management, planning and organisation of whole school Physical education. Release time off timetable. This also includes time for the PE Co-ordinator to take the school teams to events | Provide the PE coordinator with time to undertake an audit of our provision, observation of lessons, produce an action plan for PE and organise teams, training and activities across the whole school. |
| Sports coach - (£9750) | Paying for after-school and lunchtime clubs with qualified coaches eg Football Team & Football Development Squad. To raise the quality of teaching in Physical Education and Sport. Develop knowledge, skills and confidence to teach the whole child through sport. | To increase pupil participation and range of inclusive activities. To provide a link to a local sports club and to sign post children to join community clubs to take part in sport outside of the school environment beyond the school day. |
| Play leaders - (£3634) | Wider Learning Sports Ambassadors. To provide children with the opportunity to develop their social, communication and organisation skills through leadership roles in sport school. Leadership opportunities extended across the school, reporting on sports events, taking photographs, uploading reports onto the school website and into the school newsletter. | The profile of PE and sport being raised across the school as a tool for whole school improvement. |
| | | |

| 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) |
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|
|-------------------|--|-------------|--------------------|---|---------------------------------|--|---------------------|

| | | | | | | | |
|---|--|--|--|--|--|---|--|
| Equipment - (£500) | Sports equipment to not only impact lessons but also supplement lunchtime and after school activities. Below is example of some of the equipment we have bought. <ul style="list-style-type: none"> - Footballs. - Tag rugby belts and rugby balls - Netballs. - Markers and cones | | | | | Audit of current sports equipment and purchase of new equipment that is appropriate for KS1&2 and supports a range of activities across the school. Ability to host inter school competitive football matches on site and improvement in PE lessons with sustainable equipment. | |
| Support in lesson (£7410) | Developing a wider school team to support in PE or at play times to engage children in physical activity and to support positive play at lunchtimes. TAs and other adults within our school can also support the school by providing after school clubs on the school site. | | | | | This continued support will enhance the PE lesson and will help the children perform effectively during lessons | |
| Contribution to School Sports Partnership | (Paid as part of ConnectEd Subscription) | | | | | This subscription offers training, local partnerships and . | |
| Total Spend : £ 21,534 | | | | | | | |