

Grove Sports Premium 19/20

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The school has worked with and supported one Community Sport and Health Apprentice (CSHA) over two years to develop pupils' physical literacy and opportunities to participate in physical activity (PA) and school sport (SS).</p> <p>The school has continued to employ a Physical Education (PE) teacher to support the development of the PE curriculum and pupils' physical, intellectual, personal, and social health and wellbeing. Teaching in Year 3 has been supported by the PE teacher with plans to extend CPD to other teachers throughout the school.</p> <p>Every child in Reception receives a PE bag, 2 T-Shirts and a pair of shorts to be worn during lessons, events and competitions. Additionally, all children in the school can purchase new PE uniform at a 50% discount.</p> <p>We teamed up with Sports4Champion to sponsor a GB athlete that came into school to inspire all children through an assembly and the delivery of a whole school fitness session.</p> <p>We entered the local school football league and provided all pupils in the football team with a complete kit to support their participation and engagement in games.</p> <p>All Year 3 children have weekly swimming lessons throughout the whole school.</p> <p>24 of our pupils have been trained as play leaders to support healthy active lifestyles through the design and deliver of activities and games at lunchtimes.</p> <p>12 of our pupils have been trained as peer supporters to support the personal development and mental wellbeing of pupils.</p>	<p>Create Development will be furthering the development of our staff's teaching of PE through the delivery of bespoke continuing professional development (CPD).</p> <p>To provide children further opportunities to engage with an extended range of after-school clubs.</p> <p>Look at developing a program of swimming throughout key stage two.</p> <p>Continue to support teachers with their planning and teaching of Jasmine to improve the provision and outcomes for all pupils (Finalise curriculum).</p> <p>Look at implementing Marathon Kids across the school.</p> <p>Create stronger links with the sporting community to support PESSPA provision.</p> <p>Work towards achieving the necessary steps to achieve the silver school games mark and the Association for Physical Education quality mark.</p>

2019/2020 Sports Premium Spend Identified:

PE Teacher	£14,432
PE and Lunchtime Equipment	£1264.06
Senior Leadership Team (SLT)	£2135.6
Football Equipment and Kit	£491.99
Wild Tribe Training	£360.00
Real PE Subscription	£294
Play Leader Hoodies	£167.88
AfPE Membership	£113.00
Total Received	£19,340
Total Spent	£17,984.52

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	Data unable to be collated due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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

Academic Year: September 2019 – July 2020				
Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation: 11%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils.	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Our CSHA has continued to plan and support pupils' opportunities for physical activity, helping them to develop healthier attitudes to forms of exercise through building on their confidence, competence and enjoyment of being active.	The CSHA will work with the PE teacher and relevant staff to plan, implement and deliver opportunities for pupils to be more physically active during lunchtimes and throughout the school day.	4 hours of time per half-term for CSH apprentice. 1 hour of PE teacher time per half-term.	Pupil are more physically active, evidenced by engagement in physical activity at lunchtimes and throughout the school day. Children appear more confident and are showing increasing levels of enthusiasm when participating in physically active pursuits. Fewer incidents of behaviour occur at lunchtimes.	Input from the CSHA regarding lunchtime provision will become embedded by setting clear expectations with children and through his support for lunchtime staff and play leaders. Look at hiring a new apprentice to work within the school. Consider permanent employment of the existing apprentice within the school/trust with built in transition and support for the new apprentice to take

				over existing physical activity initiatives in school.
A dedicated PE teacher has continued to coordinate opportunities for pupils to be more physically active, with the primary aim of supporting the development of their physical literacy.	The PE teacher will work with the SLT, CSHA and relevant staff to coordinate initiatives for pupils to be more physically active during lunchtimes and throughout the school day.	6 hours of PE teacher time per half-term. 1 hour of SLT time per term. 1 hour of CSHA time per half-term.	The CSHA is more confident in supporting children's physical literacy, reflected in the increased level of physical activity at lunchtimes and the behaviours and attitudes of children.	Input from the PE teacher regarding lunchtime provision will become embedded through supporting the CSHA and the training of lunchtime staff and play leaders. Consider producing a range of content and a suggested timetable for class teachers that could be used to engage children in regular indoor and outdoor physical activity, with the aim of improving pupils' fitness, confidence and concentration during the afternoon or in preparation for the delivery of other subjects.
Play leaders in Year 5 received training and support from Wider Learning, the PE teacher and CSHA on how to plan, deliver and support opportunities for pupils to play and engage in physically active games, helping them to develop their physical literacy.	PE lead to organise and support training for Y5 pupils with CSHA. Create rota and set expectations with CSHA for Play leaders. Organise purchasing of hoodies.	2 hours of PE teacher time per half-term. 2 hours of CSHA time per half-term. Play leader hoodies.	Play leaders have shown developing confidence in their delivery of activities and games, encouraging others to play appropriately and be more physically active.	Existing play leaders in Year 5 will continue their role as playleaders in Year 6 while supporting the new Year 5 play leaders once trained. Look at the design and delivery of a bespoke training package for play leaders.

				<p>Consider the planning and delivery of additional and specific training for play leaders that focus on a range of activities and games (type of activity or games played on certain areas of the playground).</p> <p>Consider rewarding Play Leaders with a certificate and badge upon completing a set number of hours.</p> <p>Look at implementing weekly challenges for children to improve upon throughout the week, with the possibility of providing a reward for the most improved. Consider linking challenges to national sporting events.</p>
<p>Adult play leaders have received training and support from the PE teacher and CSHA on how to plan, deliver and support opportunities for pupils to play and engage in physically active games, helping them to develop their physical literacy.</p>	<p>PE teacher to organise and support training for adult play leaders with CSHA.</p>	<p>1 hour of PE teacher time per term.</p> <p>2 hours of CSHA time per half-term.</p>	<p>Adult play leaders have shown increased confidence in supporting children to be more physically active.</p>	<p>Training and support from the PE teacher and CSHA to support adult play leaders in developing pupils' physical literacy.</p> <p>Design a bespoke program of CPD that supports adults to engage children in various activities or games</p>

				<p>on different areas of the playground.</p> <p>Look at creating a booklet of activities for play leaders to support the development of pupils' physical literacy.</p> <p>Consider using stickers at lunchtime for KS1 to reward children that demonstrate physically literate behaviours (Real PE cogs).</p>
<p>Social media and our school website have been used to engage children at home with activities that support their physical literacy, with an additional emphasis on fitness, health and wellbeing.</p>	<p>PE teacher to source appropriate resources and liaise with SLT to provide content for pupils.</p>	<p>1 hour of PE teacher time.</p> <p>1 hour of SLT time.</p>	<p>Children have been encouraged to engage with these resources from home. Photos and videos linked to home learning have been linked to themes and created on a weekly basis to support their health, wellbeing and physical literacy. Children have shared their home learning with the school which has been celebrated on social media.</p>	<p>Resources could be kept as part of the website for pupils and parents to access. Consider how these resources could be linked with our curriculum offer.</p>

Academic Year: September 2019 – July 2020				
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation: 7%
Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Emphasise the importance of developing physical literacy through supporting and celebrating opportunities to participate in physical activity and sport.	MAT PE lead will work with SLT and the CSHA to coordinate PESSPA provision through the organisation of activities, after-school clubs and competitions that promote teamwork, determination, respect and honesty. Update social media platforms, with an emphasis on celebrating traits that support achievement and success.	6 hours of DW time per half-term. 6 hours of CSHA time per half-term. 1 hour of SLT time per term.	Children are increasingly motivated to participate in physical activity and demonstrate increasing confidence. Children's enjoyment of PESSPA has been further increased by recognition of their success and achievement.	Existing plans or resources for PESSPA (events, after-school clubs or daily physical activity) could be amended or used by other staff to focus on developing pupils' physical literacy through encouraging and supporting British values. Look at ways to encourage and reward pupils for demonstrating physically literate behaviours or values such as commitment, teamwork, determination, respect and honesty when engaging with PESSPA provision. For example, presenting certificates for

				<p>displaying these values or committing to after-school clubs, and medals for competitions.</p> <p>Consider hosting an end of year awards ceremony to celebrate sporting achievements and behaviours across key stages.</p>
<p>Promote the importance of regular PE for all children by removing any barriers to children's participation.</p>	<p>Ensure all reception children have PE kit upon starting school.</p> <p>Admin staff to organise the purchasing of additional PE kit for pupils when ordered through the school website at a subsidised rate of 50%.</p>	<p>Cost of full PE kit for reception pupils.</p> <p>Amount spent on subsidising PE kit for pupils.</p>	<p>Pupils have access to PE kit to ensure that lack of appropriate clothing does not impact upon their ability to participate fully in PE or sport.</p>	<p>Look at producing a fair, consistent and incremental strategy to help teachers deal with the issue of pupils that are dressed incorrectly or are regularly without PE kit.</p>

Academic Year: September 2019 – July 2020				
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 33%
Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Improve the quality of planning, teaching and learning in PE to develop children's physical literacy.	PE teacher to support the development of teachers' planning and delivery of PE lessons. PE teacher to work with SLT to monitor planning and teaching of PE.	6 hours of DW time every week. 2 hours of SLT time per term. Real PE Subscription Cost.	Through team teaching and the informal observing of pupils' learning, it is evident that teachers are demonstrating increasing confidence and enthusiasm in their delivery of PE. Consequently, pupils' learning experiences are increasingly appropriate for their stage of development and there is more of an emphasis upon personal progression and physical literacy.	Input from the PE teacher before, during and after lessons will help consolidate teachers' delivery of PE and embed effective practice. Look at developing curriculum guidance and support for effective planning to improve the quality of PE lessons for pupils. Supplement the planning resources used to delivery PE lessons to reflect the curriculum guidance produced. For example, Real Gym or Real Dance. Produce in- house continuing professional

				<p>development (CPD) to further develop and consolidate teachers' delivery of PE. Focus CPD on areas of the curriculum that staff have received less input on or parts that they are less familiar with. Consider the organising of external training facilitators to support staff in their delivery of specific areas. For example, Real Gym or Real Dance.</p> <p>Provide guidance and supporting resources for staff to improve their confidence and delivery of sport for all children.</p>
<p>Increase quantity of staff to deliver the Cool Kids program to help children develop their fundamental movement skills.</p>	<p>Liaise with trust special educational needs coordinator (SENDCO) and relevant staff to organise the delivery of cool kids training and the program across KS1 and KS2.</p>	<p>1 hour of DW time every half-term.</p> <p>3 hours of CSHA time per week.</p> <p>1 hour of trust SENDCO time every term.</p>	<p>Children are demonstrating improved gross motor skills and improved stability, co-ordination and balance.</p> <p>This is evidenced by the baseline and subsequent assessments at the beginning and end of a block.</p>	<p>Applying the training to the cool kids program will help staff consolidate and embed good practice.</p> <p>Organise opportunities for newly qualified staff to observe more experienced staff deliver cool kids.</p>

Academic Year: September 2019 – July 2020				
Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils				Percentage of total allocation: 24%
Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Extend opportunities for children to participate in a range of physical activities and sport to support the development of physical literacy for pupils.	<p>PE teacher to work with SLT to support the development of CSHA to deliver new activities and sports as part of wider physical programs.</p> <p>PE lead and CSHA to work with play leaders to gather feedback from whole school regarding after-school clubs.</p> <p>Purchasing of equipment to support the delivery of existing and new activities or sports.</p>	<p>10 hours of DW time per half-term.</p> <p>5 hours of CSHA time every week.</p> <p>1 hour of SLT time every term.</p> <p>Lunchtime and PE equipment.</p>	<p>Most pupils have shown increasing levels of interest in physical activity and sport due to the increased range of equipment and activities available.</p>	<p>Existing plans or resources for events, after-school clubs or daily physical activity could be amended or used by other staff to engage children in regular physical activity. Over time, these resources could be expanded upon to support staff in delivering additional events, competitions, after-school clubs and initiatives that focus on developing pupils' physical literacy in new and exciting ways.</p> <p>Look at how purposeful feedback on lunchtime activities, sport and the PE curriculum (once finalised) can be gathered from pupils to reflect current or new trends.</p>

				Plan and organise the creation of an outdoor learning environment for whole school to support the delivery of the National Curriculum.
Create and pilot a system to track the accessibility and uptake of after-school clubs for all pupils to inform changes to current and future provision.	<p>Liaise with SLT and Services 4 Schools (S4S) to plan, implement and launch the system.</p> <p>Collect data from after-school club registers and input onto School Management Information System.</p>	<p>4 hours of DW time.</p> <p>1 hour of SLT time.</p> <p>2 hours of DW time every term.</p> <p>2 hours of CSHA time every term.</p>	<p>Piloting this system has shown where improvements could be made to improve its functionality.</p> <p>Collection and analysis of the data highlights pockets of inactivity, supporting future planning and provision.</p>	<p>Reflect upon tracking system and work with S4S to make further improvements.</p> <p>Consider how data can be used to improve provision for children.</p>

Academic Year: September 2019 – July 2020				
Key Indicator 5: Increased participation in competitive sport.				Percentage of total allocation: 10%
Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps
Increase the number of children involved in intra and inter competitions, supporting the development of their physical literacy through opportunities to apply physical, social and intellectual skills.	<p>PE teacher to liaise with SGO and SLT to link PE, SS and PA provision to the attendance of L1 and L2 competitions.</p> <p>PE teacher to support CSHA in the organisation or delivery of inter and intra level 1 and 2 competitions.</p>	<p>10 hours of DW time per half-term.</p> <p>8 hours of CSHA time per half-term.</p> <p>1 hour of SLT time per term.</p> <p>Purchasing of football kit and equipment.</p>	Some pupils are more confident and have developed their ability to apply skills in new situations (such as competition or team events).	<p>Existing plans or resources for competitions could be amended or used by other staff to engage children in healthy competition. Over time, these resources could be expanded upon to support staff in delivering additional competitions that focus on further developing pupils' physical literacy.</p> <p>Consider producing a system to track the number of children that attend sports related events or competition, helping to support future changes to provision.</p>