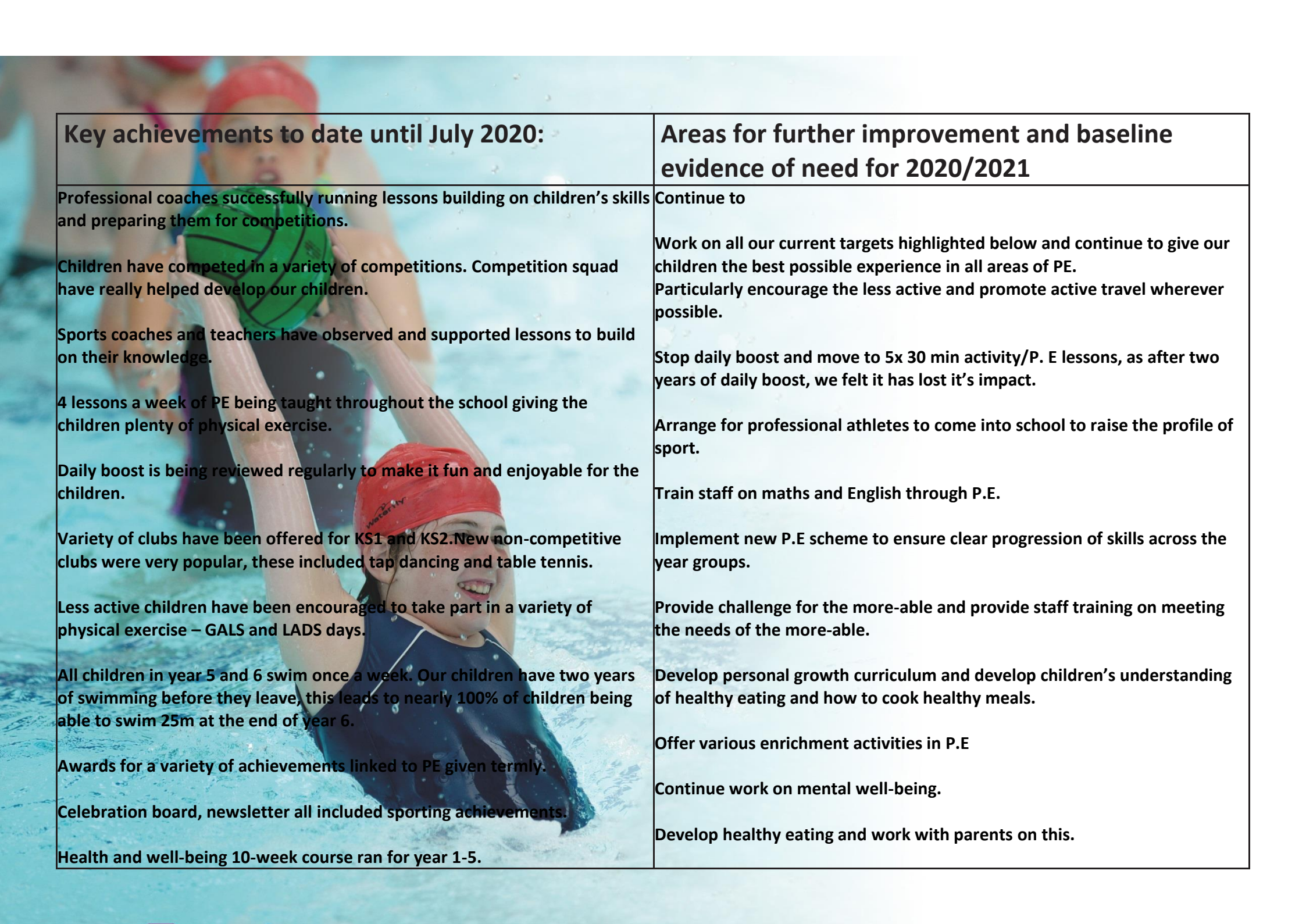




Glenmere Community Primary School
Sports Grant 2019/20
Intention, Implementation and Impact
Evaluation.



Meeting national curriculum requirements for swimming and water safety 19/20 review	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	97%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	97%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>Due to lockdown this did not take place this academic year.</p>
<p>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?</p>	<p>All year 5 and 6 children have weekly swimming lessons to give them confidence in the water these sessions are ran by members of our school staff.</p>

P.E grant 19/20, intent, implementation and Impact review.

Academic Year: 2019/20	Total fund allocated: £14,785 Had £17,700, as slight carry forward from 18/19 Total spent=£17,178.07	Date Updated: July 2020		
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: £2740=15.48%
Intent	Implementation		Impact	
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 continue offer a variety of sports, activities to a range of pupils including the less active. To continue to develop the daily boost with fun activities that encourage all pupils to be active. Continue with the P.E timetable as it was last year – 4 x 30 minute sessions a week to help the children keep active every day. Develop active travel to school.	We bought into learning south Leicester sports program. Children took part in Energise club, Body and movement classes in KS1, GALS club, LADS club We ran Daily boost in the afternoon for Key stage 1 – 15 minutes of active activities. Key stage 2 put daily boost within their day where they felt it was beneficial. This could be 3 five minute activities throughout the day. (monitor this half termly) Children in year 5 took cycling	LSLSP membership and sports affiliations= £2740 Money for cycling comes from a different budget.	33 Ks1 children participated in clubs, which is 54%. 135 Ks2 children participated in clubs, which is 90%. 27 Ks2 children participated in non-competitive sports activities and clubs, which is 18% of KS2. GALS club and event was successful, feedback from this showed that girls can be motivated when in smaller groups and taking part in a	Staff will continue running the clubs for the different groups of pupils Sports ambassadors to run and feedback any issues that might arise To review the impact of shorter P.E sessions compared to our

	<p>proficiency award so that they are able to travel to school themselves. Offer rewards and incentives.</p>		<p>variety of different sports. 10 year 5 and 6 girls thoroughly enjoyed the event put on in February.</p> <p>87% of year 5 passed their cycling proficiency. During lockdown a lot of year 6 children cycled to school. Rest of active travel was not implemented as the school was in Lockdown.</p> <p>We ran the daily boost 4 x15 min a day, we changed the activities on a regular basis and purchase a wide variety of resources to support this. The daily boost made children active, however we didn't ever seem to find the right mix of activities and started to find the children hard to motivate.</p> <p>All classes had 4 x 30 min lessons of P.E, this worked much better than the children having a P.E afternoon.</p> <p>For 80% of the week 93% of ks2 pupils are active for a minimum of 30 min a day. This is due to daily boost running 4 times a week for all the children.</p> <p>For 100% Of the week 47% of ks2</p>	<p>longer sessions.</p> <p>P.E co-ordinator to continue developing active travel – take part again next year.</p>
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children are active for a minimum of 30 minutes a day.

For 80% of the week 100% of KS1 pupils are active for a minimum of 30 min a day with daily boost sessions.

Observation in lessons shows children are enjoying the different sporting activities and attitudes towards P.E are more positive than having one long P.E afternoon.

Wider impact

- Pupil are more active in P.E lessons-take part without stopping to rest.
- Children are more positive about shorter daily lessons.
- Children enjoying outdoor learning.
- Children are confident at cycling to school after cycling proficiency.

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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 total allocation:
	£500=2.82% Funding for much of this came from other budgets.

Intent	Implementation	Impact	
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?:
<p>Celebration assemblies each half term with sports awards for participation and team work.</p> <p>Sports noticeboard in hall, to raise the profile of P.E and sport.</p> <p>Section in the newsletter/website to celebrate personal achievements and for these to then go onto celebration board.</p> <p>Tweet when teams and individuals</p>	<p>We ran termly celebration assemblies each term and had a celebration sports board.</p> <p>Parents continued to send in achievements of children, the office put these in the newsletter/website and on the achievement board</p> <p>Staff tweeted events and even added video clips to show the</p>	<p>Funding for health and wellbeing and school emotional support came from other budgets.</p> <p>£500 on awards, food etc.</p>	<p>The assemblies are enjoyed by the children and staff ensured a variety of children won the awards. These are shared in newsletters and on TWITTER. This lead to improved self-esteem and confidence.</p> <p><u>WIDER IMPACT</u> Pupils are proud of being part of the awards.</p> <p>Self-esteem improved through</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue promoting activity and sports. Look into family challenges.</p> <p>Health and wellbeing program can be run again by staff in school.</p> <p>School counsellor and</p>

<p>compete in tournaments.</p> <p>Continue to develop pupil's health and wellbeing and their self-esteem, which in turn will make pupils happier and healthier individuals.</p> <p>Children will learn how to develop a positive self-image, healthy lifestyle choices techniques to develop self-esteem. This will help the children see the positive benefits of sport and exercise.</p> <p>Develop healthy eating and aim to work towards the silver award, so children understand how healthy eating and sport are linked.</p> <p>Arrange for the children to watch sports events like wheelchair tennis, national athletics, Aeon tennis and work with professional athletes. This in turn will inspire pupils and show what dedication and hard work in area can lead to.</p>	<p>children's sporting achievements.</p> <p>We had a 10-week health and wellbeing course for years 1 to 5. We organised groups for self-esteem work. These groups or individual sessions provide great support for the children and families.</p> <p>Healthy cooking lessons were implemented across the school. this is now being developed in our personal growth curriculum.</p> <p>Arrange for the children to go to different sporting events. The office will organise letters and transport. Book international athletes or professional players in different sports to spend the day around school with the children.</p>		<p>health and well-being work. This is third consecutive year of doing the 10-week health and well-being course.</p> <p>Children understand the importance of being active and healthy living and the benefit to how it makes them feel.</p> <p>TWEETING of events, shows the wider community all that our school children do and achieve.</p> <p>Great discussions on healthy eating. Children always thoroughly enjoy cooking.</p> <p>Due to lockdown, the children were unable to attend the usual summer sporting events that help raise the profile of P.E. These events are normally used to inspire the pupils. We had a professional athlete take running sessions and these help children see where hard work can take you to.</p> <p>Wider impact</p> <ul style="list-style-type: none"> • Children are proud to be 	<p>emotional wellbeing group to be continued through other budgets. Personal growth curriculum will work on developing resilience.</p> <p>Develop parent support on health, well-being and activities to develop self-esteem.</p> <p>Through the curriculum continue to encourage a healthy lifestyle. Through cooking etc. allow children to try out recipes etc.</p> <p>.</p> <p>Events can still be offered as the grant pays towards them and parents make contributions. When grant stops parents will have the option to pay the full cost. This will obviously depend on the social distancing in place.</p>
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			<p>involved in assemblies, which is impacting on confidence and self-esteem.</p> <ul style="list-style-type: none"> • Huge uptake of clubs, which means the children are all keeping active. • Keeping active on daily basis helps mental well-being and weight management. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			£3840=21.69%	
Intent	Implementation		Impact	
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?:	
<p>P.E coordinator will attend P.E meetings as part of the LSLSSP buy in.</p> <p>Continue to develop staff knowledge in gymnastics and other areas of PE.</p> <p>Staff to run tennis and basketball sessions for clubs, using the skills they have learnt from professional coaches.</p> <p>School sports coaches to work alongside professional coaches to develop their knowledge and provide high quality P.E for the children.</p> <p>Teachers to observe and support in gym, basketball and running</p> <p>Support staff to attend relevant courses to increase their subject knowledge.</p>	<p>Training and ideas brought back to school and shared with staff.</p> <p>We arranged professional coaching in gym, Basketball, running and tennis. Staff worked alongside coaches and then ran their own P.E lesson.</p> <p>We also organised clubs in these out of school or at lunch to develop these skills further.</p> <p>Teachers to have increased knowledge in all areas of PE.</p>	<p>Gym coaching staff, watched lessons and then followed lessons the following week. £900</p> <p>£940 staff training</p> <p>£1000 watching tennis and bball coaches.</p> <p>£1000 cost of running extra clubs.</p>	<p>By knowing what is available to school will give the children more opportunities to take part in training, competitions etc.</p> <p>School staff to use the skills they have learnt in their lessons.</p> <p>Children will be encouraged to take part in competitions.</p> <p>High quality P.E in all lessons.</p> <p>Children gaining high quality teaching leading to enhanced performance.</p> <p>Children encouraged to take part in competitions in and out of school.</p>	<p>Sustainability and suggested next steps:</p> <p>PE coordinator will continue to attend these meetings and sessions.</p> <p>Professional coaches are continuing to train staff so that this can be sustained and used in our own clubs.</p> <p>Clubs will still be available for the children.</p> <p>Teachers to have the knowledge to run their own lessons confidently.</p>

			Wider Impact <ul style="list-style-type: none"> • Good quality first teaching for pupils. • Staff confidence in P.E teaching improved. • Skills knowledge of pupils improved through the good quality first teaching. • Children are enjoying P.E lessons and showing a desire to improve. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
£5700.22=32%

Intent	Implementation		Impact	
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:
Additional achievements: Basketball coaching across the school. Develop team sports, hand eye co-ordination. Continue to offer a range of after school clubs for KS1 and 2 pupils. Make more clubs for all pupils and not just squads. Offer a gym club for all and then sessions to develop the gym squad from a professional coach. Offer enrichment activities like trampolining, cycling, African dance.	Arrange club schedules, keep registers of clubs, send out questionnaires to see what sports pupils would like. A range of after school activities for KS1 and KS2. Termly review schedules. Take on sports that are offered through LSLSP.	£3.475.15 On a variety of school run clubs Enrichment £700 African dance, came from enrichment budget. £300 Balancability Resources to	31% of KS2 pupils attended non-competitive clubs like tap, gym, table tennis and inflatables. Had two new clubs this year, which were tap dancing and table tennis. To have engaged some of the less active pupils and raised their enthusiasm.	Staff working alongside coaches Children to pay for gym club and staff to be trained alongside gym coach. Other sports can be sustained by buying resources and running groups for them to be used in.

<p>Offer tap club run by member of staff to all</p> <p>Professional running and athletics coach for year 1-5.</p> <p>To run balance ability workshops for Reception and year 1.</p> <p>Bike ability workshops to enable pupils to become more mobile and safe on the road.</p> <p>Develop dance enrichments – including tap dance</p>	<p>Children experienced a range of running games and fun athletic activities.</p> <p>We ran KS1 balance ability workshops, these again helped develop core strength, encourage non-competitive activity and showed how activity is fun.</p> <p>Organise year 6 bike ability</p> <p>We ran whole school African dance workshops, with shows, dance classes and performances for parents.</p>	<p>support activities=£1225.07</p>	<p>Children to learn active running games, increase speed stamina. Children to learn new throwing and jumping skills.</p> <p>More children wanting to come to running and athletics club. Increased stamina and fitness.</p> <p>Children improved their core strength through balance ability classes. This then improves posture in class.</p> <p>Children passed bike ability and became safer on the roads and this gave them more freedom to get to school. During lockdown, we saw an increase in children riding to school.</p> <p>Wider impact</p> <ul style="list-style-type: none"> • A greater variety of activities offered which means more children are active. • All our clubs are oversubscribed, which shows the enthusiasm towards all sports. • A willingness to try new activities, once inspired, for example by African dance. 	<p>Resources purchased, lunch time clubs and after school clubs run. Sports coaches to work alongside professional coaches so that these skills can be used in P.E lessons.</p> <p>Arrange a pot in the budget to continue this.</p> <p>Arrange this each year, parents to pay.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £5064=28.61%
Intent	Implementation		Impact	
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>Provide children with high quality tennis, running, gym and basketball coaching and enable them to have links to outside clubs.</p> <p>To prepare children for school games competitions.</p> <p>Develop hand eye co-ordination, fitness and spatial awareness.</p> <p>Offer more clubs and don't make squad selections till later in the year so more children have a chance and this will be good for progression planning.</p> <p>After school or dinner coaching costs for team squads for competition teams in gym, tennis, football, basketball, rugby and netball.</p> <p>Develop understanding of rules, learn attacking and defending drills, develop co-ordination.</p> <p>Arrange tournaments within school</p>	<p>Small squad selected. Two squads 45 minutes coaching from professional coach.</p> <p>Tennis was then offered in after school groups.</p> <p>Visits to local tennis clubs were planned, but couldn't take place.</p> <p>We entered a variety of school games competitions so that all children have the opportunity to take part.</p> <p>We took part in gym, basketball, football, cross country. Many events were cancelled due to Covid Lockdown.</p> <p>We ran trials for all squads. Then squads were coached all year in preparation for school games competitions.</p> <p>We entered competitions and leagues.</p>	<p>Tennis=£1340 Athletics-£315 Gym coaching-£924</p> <p>Bball squads and school coaching=£1230</p> <p>Resources to support squads=£1000</p> <p>Travel to events=£255</p>	<p>Children had the opportunity to experience competitive sport and play against schools in their area and the South Leicestershire area.</p> <p>Hand eye co-ordination improved from the specialised coaching. Children developed their Understanding of competitive sports and the different rules.</p> <p>Staff gained valuable training from working with coaches.</p> <p>Children developed skills and confidence that will enable them to compete in the school games.</p> <p>A wider variety of children were able to take part in competitions.</p> <p>Working with professional athletes and coaches developed their Understanding of the training and dedication needed to become an athlete.</p>	<p>School staff to work alongside coaches and gain valuable experience.</p> <p>Sports drills to then be used in normal P.E lessons</p> <p>Staff to run clubs. Staff to gain experience working alongside the coaches.</p>

Governor:	Janine O'Brien
Date:	July 2020