



Glenfield Primary School PE and Sport Premium



Planned Allocation of Primary Physical Education and Sport Premium Funding for 2019-20

Total funding received 2019-20:

Total budget allocated: £19650

Key Indicators defined by the Department of Education:

1. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching of PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Key Indicator	Action taken	Funding	Evidence	Impact
2,4,5	<p>Membership to Charnwood Sports Partnership</p> <ul style="list-style-type: none"> • Access to competitions and festivals • Access to PE Co-ordinator training and meetings. <p>Year 4 Tri-Golf Year 5 Tri-Golf Year 3 and 4 Badminton - postponed KS2 Sportsability Festival Year 6 Swimming Gala - TBC Year 6 Dodgeball Year 3 AquaSplash Festival Year 4 Hockey Year 5/6 Hockey Gymnastics Year 4 Rugby - cancelled Year 3 Tennis - cancelled</p>	<p>Charnwood membership £1600</p> <p>Transport £3000</p>	<ul style="list-style-type: none"> • Data – impact on engagement and participation. • More children taking part in competitions • Pupil voice 	<p><u>December Review</u></p> <p>Year 4 <u>Tri-Golf</u> – 30 children 10th out of 12 teams</p> <p>Year 5 <u>Tri-Golf</u> – 30 children 11th out of 12 teams All children enjoyed the event and it offered an opportunity for a broader experience of sports as most children had not played before.</p> <p><i>Pupil voice</i> <i>'I hadn't played Tri-Golf before and want to play it again!'</i> <i>'I enjoyed the bullseye game. It was challenging trying to hit the ball at the target but I didn't give up.'</i> <i>'I liked working as a team and cheering for my friends.'</i></p> <p><u>KS2 Sportsability Festival</u> – All children enjoyed the festival and learnt new skills, broadening their sporting experiences.</p>

	<p>Year 5 Tennis - cancelled Year 3/4 Athletics - cancelled Year 6 Athletics - cancelled Year 4 Rounders - cancelled Year 1 and 2 Multi-skill Festival - cancelled</p>			<p><u>Spring Review</u></p> <p><u>Gymnastics</u> – 12 children Key Steps 1 - 5th out of 6 teams Key Steps 2 – Joint first out of 8 teams Key Steps 3 – 7th out of 8 teams.</p> <p><i>Pupil voice</i> <i>'I enjoyed learning new gymnastics routines.'</i> <i>'I learned new moves and found some of them challenging at first but I persevered and didn't give up.'</i> <i>'I enjoyed competing with children from other schools.'</i></p> <p><u>Dodgeball</u> – 12 children All 12 children enjoyed the event and would like to continue to play dodgeball.</p> <p><i>Pupil voice</i> <i>'Dodgeball is important because we need to know how to work together.'</i> <i>'I learnt that it is not about winning, it is about teamwork and taking part.'</i> <i>'It was challenging. The other schools were really good but we persevered and got 2nd place.'</i></p> <p><u>AquaSplash Festival</u> – 30 children 29/30 children enjoyed the festival. 23/30 would like to continue swimming events.</p> <p><i>Pupil voice</i> <i>'I learnt how to work as a team.'</i> <i>'I learnt to swim underwater.'</i> <i>'I learnt how to float. 1</i> Children understand the importance of being able to swim and water safety.</p>
5	<p>Membership to Cross Country League</p> <ul style="list-style-type: none"> • Access to Cross Country competitions • Active links with local league 	<p>Cross Country Affiliation £42</p>	<ul style="list-style-type: none"> • Increase the number of children participating in competition. • Newsletter / photos • Provide more opportunities for those currently not engaged in competitive sport and help all children achieve their potential. • Provide access to a range of competition formats to offer new and exciting options • Pupil voice 	<p><u>December Review</u></p> <p><u>Cross Country</u></p> <p>KS1 and KS2 children have attended after school cross country clubs and four races this year. Cross country has developed runner's fitness as part of a healthy active lifestyle as well as their determination, resilience and personal drive for challenge.</p> <p>Prestwold 26th September 2019 Year 3 – 3 children Year 4 – 3 children Year 5 – 5 children Year 6 – 1 child</p> <p>Prestwold 26th October 2019 Year 3 – 1 child Year 5 – 4 children Year 6 – 2 children</p>

				<p>Prestwold 1st December 2019 Year 3 – 2 children Year 5 – 4 children Year 6 – 1 child</p> <p><u>Spring Review</u></p> <p>Ratcliffe 8th February 2020 KS1 fun run – 21 children Year 3 – 3 children Year 4 – 3 children Year 5 – 5 children Year 6 – 1 child</p> <p>7 runners have qualified for the County Finals on 29th February, 1 runner from year 3, 5 from year 5 and 1 from year 6.</p> <p><i>Pupil voice</i> All finalists enjoyed competing in the cross country finals and would like to compete in more cross country events. <i>'I learnt that it doesn't matter where you come as long as you have fun.'</i> <i>'I learnt to be quick on my feet and have perseverance and determination.'</i> <i>'I learnt if I push myself to my limit I can run quickly and succeed.'</i></p>								
<p>1,2</p>	<p>Embed Physical Literacy interventions across the school in order to engage pupils in regular physical activity and promote healthy active lifestyles</p> <ul style="list-style-type: none"> Organise Big Moves Fundamental Movement intervention programme working with EYFS children with poor movement skills. Coach to run Energise Club to work with a group of least active children. KS2 children will be identified and will take part in a targeted intervention with a sports coach once a week. Organise balance bike programme for Early Years children to teach balance, gross motor skills, core 	<p>£500</p> <p>Covered by Primary Stars</p>	<ul style="list-style-type: none"> Termly data tracking Accelerating progress information Attendance data Monitoring and Evaluation Forms from PE Subject Lead 	<p><u>December Review</u></p> <p><u>Big Moves</u></p> <p>All EYFS children have been assessed on whether they can do a series of movements as part of a fundamental movement intervention programme.</p> <p>After completing the initial assessment 5 out of 21 children in EYFS 1 scored less than 5, therefore not meeting the requirements to pass the assessment. 6/25 children in EYFS 2 scored less than 5, therefore not meeting the requirements to pass the assessment. Those who did not pass the assessment are taking part in the programme as well as some who were borderline.</p> <p><u>Spring Review</u></p> <p>After completing the programme 7/11 children now passed the assessment. EYFS 1 made an increased average of 5 moves and EYFS 2 made an increased average of 2.5 moves.</p> <table border="1" data-bbox="1205 1361 1917 1471"> <thead> <tr> <th>EYFS 1</th> <th>Initial assessment Autumn 2</th> <th>Review assessment Spring 1</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td>2/12</td> <td>7/12</td> <td>+5</td> </tr> </tbody> </table>	EYFS 1	Initial assessment Autumn 2	Review assessment Spring 1	Difference	Child 1	2/12	7/12	+5
EYFS 1	Initial assessment Autumn 2	Review assessment Spring 1	Difference									
Child 1	2/12	7/12	+5									

stability and having fun through physical activity.

Child 2	1/12	10/12	+9
Child 3	1/12	4/12	+3
Child 4	5/12	9/12	+4
Child 5	6/12	3/12	
Child 6	6/12	11/12	
Child 7	6/12	9/12	
Child 8	5/12	9/12	+4
EYFS 2			
Child 1	5/12	5/12	0
Child 2	5/12	9/12	+4
Child 3	5/12	5/12	0
Child 4	3/12	5/12	+2
Child 5	5/12	9/12	+4
Child 6	4/12	9/12	+5

Pupil voice

'I am learning new moves and getting fit.'

'I like doing exercise and getting stronger.'

'I am good at jumping and can stand on one leg and I can hop.'

Energise Club

A group of least active children have been identified and are taking part in extra physical activity once a week with a LCFC coach. The children interviewed are enjoying the sessions and understand they are exercising as part of development healthy and active lifestyles.

Pupil voice

"We want to stay active and exercise."

"Be a healthy person for the rest of your life."

"Running around, learning new ways to play dodgeball and getting more exercise."

Balance Bike Programme

All children in EYFS 1 were assessed on riding a balance bike.

6/21 could ride a balance bike.

15/21 could walk on a balance bike.

These 15 children participated in balance bike lessons up to four times a week in 2 week blocks. All children made progress after the two week block. Most of the children enjoyed riding the balance bikes more after lessons and chose the ride them at other times during the day, Class teacher spoke to parents about the lessons and some started riding at home too.

Pupil voice

'I like bike lessons and can ride the bikes better now.'

'I am super quick at riding balance bikes.'

'I am getting fit because I can ride a bike.'

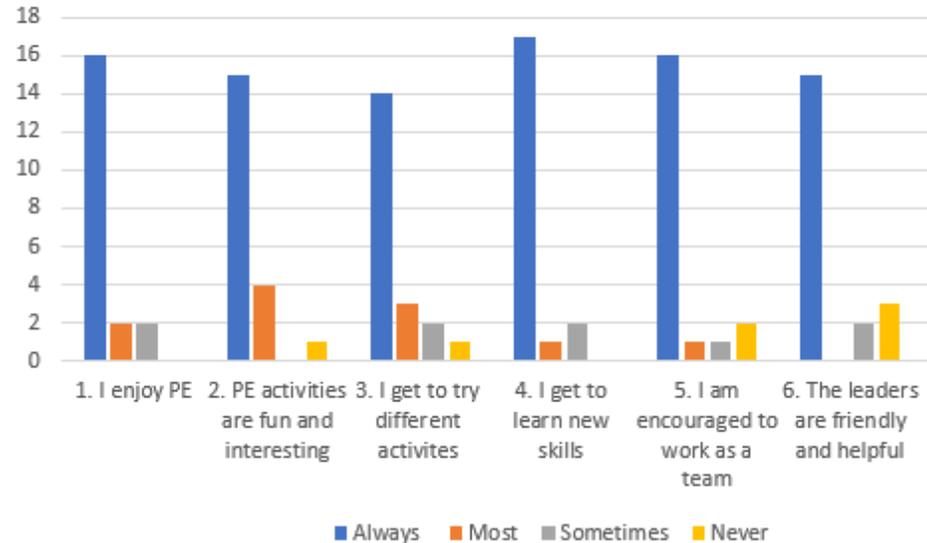
2,3,4	<p>To further embed and develop the confidence, knowledge and skills of staff in the teaching of PE.</p> <ul style="list-style-type: none"> • LCFC: Teachers to work alongside Leicester City Football Club CPD. • Whole School Dance CPD: PE co-ordinators will observe and support all teachers teaching dance. • LCFC CPD: All teaching staff to attend CPD training day. 	<p>£2250</p> <p>Subject Lead Release £480</p>	<ul style="list-style-type: none"> • Accelerating progress information • Attendance data • Monitoring and Evaluation Forms from PE Subject Lead 	<p><u>December Review</u></p> <p><u>LCFC</u> Class teachers have worked alongside a LCFC coach and has increased their confidence and knowledge of teaching games.</p> <p><u>Dance</u> Dance CPD and a new planning programme has improved the confidence and knowledge of teachers teaching dance. Some teaching staff were observed teaching dance and pupil interviews carried out.</p> <p>KS1 Dance Positives: Warm-up completed at the beginning of the lesson. Children were making movements in response to story prompts and music. Children were enthusiastic and enjoying the session. Children knew what they were doing and could talk about what they were learning.</p> <p>Improvement points and actions to be taken: PE Kits and earrings. Ensure there is a clear LO</p> <p>KS2 Dance Positives: Warm-up completed at the beginning of the lesson. Clear LO. Watched professionals dancing on Internet. Children choreographed and performed dances. Children were enthusiastic and enjoying the session.</p> <p>Improvement points and actions to be taken: PE Kits. Questioning during the warm up to ensure children know why they are completing a warm up.</p> <p><u>Spring Review</u></p> <p><u>LCFC CPD</u> All teaching staff attended a teacher training day receiving CPD from Leicester City in the Community coaches. Training focussed on an initial theory session where potential barriers to teaching PE were discussed and ways they could be overcome. Following this, practical activities were taught, focussing on how lessons could be progressed and differentiated effectively to ensure that all children were being challenged whilst being active for as long as possible during the lesson.</p> <p><u>Pupil interviews – Games</u></p>
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	<ul style="list-style-type: none"> • Whole School Games and Gymnastics CPD: PE co-ordinators organised new planning scheme for whole school and delivered staff meeting to introduce new scheme (February). 			<p>KS1 Positives: Children spoke enthusiastically about their PE lessons and could talk in detail about the games they had been playing and skills they learnt.</p> <p>Improvement points and actions to be taken: Children did not think they had done a warm up before the lesson and could not talk about its importance. Not all children felt challenged.</p> <p>KS2 Positives: Children could tell me about the warm-up they did and talk about its importance. They told me about a game they had been playing and the skills needed.</p> <p>Improvement points and actions to be taken: Were skills explicitly taught during the lesson?</p> <p>CPD feedback and observations due to be completed in Spring 2.</p>
1,3,4	<p>To further enhance the children's lunchtime experience, expanding the opportunities available for physical activity and school sport for all.</p> <ul style="list-style-type: none"> • Si Sports to be used to raise the awareness of PE across the school. The coaches complete a lunchtime group with all children from KS2; each year group have this opportunity once a week. Each year group in KS2 have the opportunity complete up to 40mins of organised, structured physical activity. • Happy Lunchtime Initiative to enhance relationships and play provision 	<p>£3500</p> <p>£750+ training £500</p> <p>£300</p>	<ul style="list-style-type: none"> • Pupil interviews • Midday supervisor feedback 	

	<ul style="list-style-type: none"> Use of outdoor Sound Equipment for outdoor Aerobic/Dance 			
1,2	<p>Continue to embed and develop the role of the Sporting Ambassadors and Play Leaders to ensure physical activity at play times and lunchtimes.</p>	<p>PE Leads Equipment £300</p> <p>Release time for training £200</p>	<ul style="list-style-type: none"> Feedback from Sports Ambassadors Feedback from pupils 	<p><u>January Review</u></p> <p><u>Sports Ambassadors</u></p> <p>New Sports Ambassadors in Y5 and Y6 completed their playground leader training. They have taken ownership of lunchtime sessions this year with the support of a TA initially to support with organisation. A timetable was compiled by the children, they felt more confident after the training and had more ideas for a variety of new games and ideas.</p> <p>They have focussed on developing sportsmanship and team work among different groups of children and have coached groups to interact with each and play nicely with one another.</p> <p>They have fortnightly meetings, to ensure everything is running smoothly and the playground leaders are responsible with their responsibilities.</p> <p><i>Sports Ambassadors voice:</i> <i>We think it's important for children to be healthy and active.</i> <i>We enjoy organising activities for children to do.</i> <i>We have been able to get more children to take part and they have enjoyed the different activities.</i> <i>We have tried to look out for children on their own and encourage them to join in.</i> <i>We like being leaders and helping children to have fun.</i></p>

Pupil's views

PE Questionnaire Results 2020
Data collected and analysed by sports ambassadors (March 2020)



1,2

Enhance The Daily Boost in order to engage all pupils in regular physical activity

Subject Lead Release £240

- Subject Leads monitoring and evaluation
- Pupil Interviews

Spring Review

The Daily Boost

PE coordinators held a staff meeting on the importance of The Daily Boost. We mind mapped our activities. These activities were observed on learning walks throughout the year.

Activities	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Sp and Lang
Running	////	////	///	////	////	///	///	//// ///
Skiping	///	///	///	///	///			///
Hoop games	////	///	/	/		///		////

				<table border="1" data-bbox="1205 108 2047 533"> <tr> <td>Raquet Sports</td> <td>///</td> <td>//</td> <td>/</td> <td>///</td> <td>//</td> <td>/</td> <td>//</td> <td>///</td> </tr> <tr> <td>Ball Sports</td> <td>////</td> <td>////</td> <td>////</td> <td>////</td> <td>////</td> <td>////</td> <td>///</td> <td>////</td> </tr> <tr> <td>Warm up games</td> <td>///</td> <td>//</td> <td>///</td> <td>//</td> <td>///</td> <td>//</td> <td>/</td> <td>////</td> </tr> <tr> <td>Dance</td> <td>////</td> <td>////</td> <td>////</td> <td>//</td> <td>///</td> <td>//</td> <td>///</td> <td>////</td> </tr> <tr> <td>Athletic activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>///</td> </tr> </table> <p><i>Pupil voice</i></p> <p><i>I enjoy going outside every day. The Daily Boost helps me to concentrate on my work. I feel more relaxed when I do exercise. It's exciting because you have fun. I like it because it keeps me active and it helps me to train for my football and all that. Our bodies are getting fitter, but it helps our brains too. Some times I feel tired in the afternoon and it wakes me up. I feel happier after running. It just takes my mind off things and it really helps. It makes me feel more confident, so I do better. It keeps you with a positive mindset. It's my favourite part of the day.</i></p>	Raquet Sports	///	//	/	///	//	/	//	///	Ball Sports	////	////	////	////	////	////	///	////	Warm up games	///	//	///	//	///	//	/	////	Dance	////	////	////	//	///	//	///	////	Athletic activities								///
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<p>1,4,5</p>	<p>To increase the participation in extra-curricular sporting activities in order to engage pupils in regular physical activity and encourage healthy active lifestyles</p> <ul style="list-style-type: none"> Engage 90 children in extracurricular sporting and physical activity every week. To further extend the breadth of physical activity through extra-curricular clubs To continue to track and monitor impact to ensure increased participation through targeted groups 	<p>Cross Country Club £200</p> <p>Outdoor Fun Resources £500</p> <p>Dance Club Tuition £600</p>	<ul style="list-style-type: none"> Data analysis Monitoring of clubs Pupil survey 	<p>December Review</p> <p>Children are taking part in a range of sporting extra-curricular activities to encourage healthy active lifestyles.</p> <p><u>Autumn 1</u> Cross Country – 13 children Multi-skills – 6 children Football – 16 children Basketball – 7 children Hockey – 12 children Outdoor fun – 20 children</p> <p><u>Autumn 2</u> Netball – 16 children Cross country – 18 children Football – 16 children Kurling – 20 children</p>																																													

	<ul style="list-style-type: none"> To continue to respond to pupil's interest when planning extra-curricular activities Conduct pupil survey to develop clubs that interest and engage the pupils 			<u>Spring</u> Dogdeball - 14 Football - 15 Super Sports - 16 Creative Dance - 12
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Swimming

Meeting national curriculum requirements for swimming and water safety	
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.	77.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62.1%
There were 4 non-swimmers in Year 6 and 10 others who would have benefited from further swimming lessons in the Summer Term of 2020/.. Glenfield's plan was to offer booster swimming sessions to increase the percentage of children who could swim 25m confidently using a range of strokes effectively. Unfortunately, due to extenuating circumstances of school and leisure centre closures related to Covid-19, this could not take place.	Yes