



EASTINGTON SCHOOL PE & SPORTS PREMIUM SPENDING 2019-2020

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>▪ All children receive their statutory entitlement to Physical Education lessons and take part in 2 hours of physical activity each week.</li> <li>▪ Every child works with a professional sports coach for two terms per year, developing core-skills.</li> <li>▪ Y5 undertake a Young Leader/ Well-being Leader program where they plan and run sport activities for younger children and continue to enrich our Positive Playtime Practise Initiative.</li> <li>▪ Every child participates in a creative dance day (linked to curriculum) each year and has the opportunity to perform.</li> <li>▪ All children participate in a very successful whole school sports day, where all children participate at their level and gain the standards in lots of different events.</li> <li>▪ Swimming is delivered to Years 5 and 6 in the summer term. Last year 85% of Y6 pupils could swim 25m as of April 2019.</li> <li>▪ In addition to curriculum-based PE, we offer a range of extra-curricular sports for key stage 2 including circuit training, country dancing, rugby, street-dancing, gymnastics, tennis, cricket and cross-country clubs. In key stage 1 we offer 'potted sports' which is a multi-skills club, street dance, cricket and tag rugby.</li> <li>▪ We extend sports activities for Y6 pupils through an annual residential Adventure Week (PGL – Ross on Wye) where pupils are taught a range of more adventurous sports: kayaking, sailing, fencing, orienteering etc.</li> <li>▪ KS2 pupils perform in the Stroud Country Dancing Festival and the School Summer Duck Races and May Queen Celebration each year.</li> <li>▪ KS 2 pupils compete in District Sports Athletics track and field competitions-Eastington won in 2017.</li> <li>▪ KS 2 pupils compete in the Stroud district cross-country events.</li> <li>▪ KS2 pupils (girls and boys) compete in local school's football tournaments and tag rugby competitions.</li> <li>▪ The whole school have been inspired by a recent (May 2019) Well Being Leaders Day, led by Andy Lewis, Paralympic gold medalist.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain our offer of sports-based clubs and encourage participation to Increase physical activity at lunch times and after school.</li> <li>▪ Ensure as many children as possible achieve the minimum 25m swimming standard by the end of year 6 through the use of funding for additional lessons.</li> <li>▪ Embed our Positive Playtime Practise area of 'Be Active' to encourage children to be active at break times.</li> <li>▪ Continue to play some friendly matches against other local school (football/tag rugby) and build these links throughout the year.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>85% (at April 2019)            - This data will be updated in July 2019 when they Year 6 cohort have had 12 weeks of swimming lessons.            100% in July 2019</p> <p>Year 6 figures 2019-2020 can not be included as year 6 had not begun swimming lessons prior to school closure March 2020</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>85% (at April 2019)            - This data will be updated in July 2019 when they Year 6 cohort have had 12 weeks of swimming lessons.            95% in July 2019            5% not yet using a range of stroke effectively.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>85% (April 2019)            - This data will be updated in July 2019 when they Year 6 cohort have had 12 weeks of swimming lessons.            100% in July 2019</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes (in 2017-2018)            Not needed 2018-19 as 100% could swim 25m by the end of year 6.</p>

<b>Academic Year: 2019/2020</b>		<b>Total fund allocated: £17,200</b>		<b>Date Updated: May 2019</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity (<i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</i>)</b>					Percentage of total allocation: <b>64%</b>
<b>School focus with clarity on intended impact on pupils:</b>		<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>To engage all pupils in high quality PE through quality first teaching by a professional coach.</p> <p>To improve core sport skills which in turn support pupil ability in specific sports.</p> <p>To enable pupils to enjoy sport and be healthy.</p> <p>For all Year 5 children to lead playtime sport activities for other children and build their own leadership skills for the future (through completing the Y5 Young Leaders Sports Course.)</p>		<p>For all children to participate in a multi-skills block of sessions led by a professional coach, each academic year: Mr Meloscia.</p> <p>Young leaders to work with sports coordinator to plan, lead and evaluate playtime activities and games weekly, linked with Positive Playtime Practise (PPP).</p> <p>Current Well Being Leaders to ‘train-up’ new Y5’s (2019-2020) to continue leading PPP.</p>	<p>£</p> <p>£117 t-shirts</p> <p>£</p>	<p>Quality PE lessons accessed by all children over the year. Almost all children enjoy PE lessons. Evidence – Lesson observations, teacher questionnaires, pupil conferencing.</p> <p>Y5 children have learned leadership skills through their program. They reflected honestly on the positive and tricky parts of leadership. Positive impact on other children as Y5 leaders encouraged children to be active and undertake PPP 5 ways of well-being activities during break/lunch time too. Lunch supervisors also noted a positive impact playtime interaction between pupils. Evidence – Photos of Young Leaders/Well being Leaders working in playground leading activities (young leaders have red t-shirts to make them easily identifiable and wellbeing leaders where backpacks) Lesson plans, lesson outcomes, TBAT’s and success criteria, pupil reflections.</p>	<p>Continue with lesson observations of staff/ sports coach</p> <p>March 2020 PPP relaunch assembly lead by sports lead- this is likely to be needed yearly</p> <p>Current year 6 Young Leaders to ‘train up’ new year 5 Young Leaders as they become Well-Being Leaders during Summer term 2020.</p> <p>Funds need to allocated for updating of equipment as it becomes damaged through general wear and tear for PPP.</p>
<p>To engage all pupils in high quality PE through quality first teaching by a professional coach.</p>		<p>For KS1 and KS2 children to have the opportunity to participate in street dancing lessons every week, led by a</p>	<p>£</p>	<p>Children clearly enjoying this club - numbers signing up for the club are consistently strong in KS1 and KS2.</p>	<p>Continue with lesson observations of staff/ sports coach</p> <p>HM now leading two x 45-minute</p>

To enable pupils to enjoy sport and be healthy.  For the core skills of children (co-operation, responsibility, communication, resilience and diligence) to be developed through a sports-based approach – ‘Learning through Sport’.	professional street dancing coach: Miss Mills  For groups of children (identified by class teachers) in KS1 and KS2 to improve core skills such as: communication, resilience, winning and losing, confidence and self-belief, co-operation and responsibility and trust through working with a professional coach who will lead a ‘Learning Through Sport’ program. (45-minute sessions in 6-8-week blocks in groups of 4-5 children)	Included in previous costings – see above.	Evidence – Club registers, pupil conferencing, lesson observations.  Pupils enjoy the ‘learning through sport’ program. Their self-reflections show an increase in targeted areas. Evidence: Completed self-evaluation at the beginning/end of block, showing positive improvement in core skills.	dance sessions each week in blocks of 6. All children will access this over the school year.  Learning through sport is being led by sports lead-review this next year – maybe one group for more time would be more impactful.
Pupils enjoy more active playtimes and lunchtimes.	Andy Lewis Well Being Leader’s Day to help promote Positive Playtimes for all.  Purchase new playground equipment and resources to support PPP.  PPP signs and cost to erect in playground.	£500  £360  £400	Dinner ladies have reported that the 6 tracked children are more engaged at break times as a result of PPP. (See form in file) Evidence: Photographs of new playground signs and marking. Impact document where we are tracking 6 children to look at impact of PPP. Pupil conferencing of Well Being Leaders – regular meetings. PPP feedback box.	Monitor use of PPP and continue to monitor the tracked children to write a final report July 2020.  Sports lead to meet Well Being Leaders weekly to support and develop their role.
To engage <u>all</u> pupils in swimming so that they achieve the standard of 25metres by the end of year 6.	Swimming offered for all of KS2 for at least a 12-week block. (subsidised)	£ from main budget	Evidence – swimming certificates.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:  (included in above costings)
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Increased awareness of the range of sports available inside/outside school through celebrating sport accomplishments inside/outside school/Robinson Cup Award.	Pupil feedback on school/out of school performances/events/competitions + celebrated by peers in class/assembly.  Robinson Cup awarded to pupil with high interest or skill in sport: engraved and awarded every year.	£53	Personal achievement has been celebrated by indiv/team for matches & performances inside+outside school. Sport/dance has a higher profile in school. Evidence: Feedback on evaluation forms, class reflection books, photographs of Robinson Cup awards, match reports.	Data doc produced of pupil attendance at clubs.  Continue to monitor club attendance.  Match reports to go on website in the future I sport section.

	Notice board in school corridor reflects sport within the school			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: (included in above costings)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improved quality of children's physical education to ensure they are competent and confident.</p> <p>Improved subject knowledge of PE for all staff.</p>	<p>All teachers to work with professional Sports Coach for 2 terms a year: observing, team teaching etc. their class.</p> <p>PE subject leader to undertake a series of lesson observations of class teachers to support improvement in teaching, learning and assessment in physical education.</p> <p>PE subject leader to audit the staff skills so that relevant and up-to-date training and support can be given (by professional coaches)</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject: pupil self-grading skills and confidence in different areas.</p> <p>Professional development for PE subject leader through attending local training &amp; networks.</p>	Included in previous costings – see above.	<p>Staff are positive with regards to learning from professional coaches.</p> <p>Audit of staff identified gymnastics as an area for training</p> <p>Evidence: Staff audit, lesson observations of sport coaches, pupil conferencing/audit, staff audit of skills.</p>	<p>Lesson observations of all teaching staff.</p> <p>Organise training in gymnastics next year – from staff audit</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 8%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>For pupils to enjoy dance.</p> <p>For pupils to gain further understanding of topic work through dance.</p> <p>For pupils to share learning opportunities with the wider community.</p>	<p>Dance workshops by professional dance teacher: Mrs Shaw (1 dance day per class per year)</p> <p>Parents and all pupils invited to share children's experiences and performance</p> <p>Performance and achievement shared with the school community.</p>	£	<p>Children love these days – they are engaged and contribute well to develop the dance moves, structure etc. Positively, topic learning is secured well through the dance exploration day too.</p> <p>Evidence - Pupil evaluations, parent feedback, pupil conferencing and teacher reviews.</p>	<p>Reflection books to continue to be used to evidence children's evaluations of these days.</p>
<p>For Y6 children to learn to cycle safely on/off the road.</p> <p>To help pupils develop their skills and understanding as safe road users.</p> <p>To promote physical activity as part of a lifelong healthy life style.</p>	<p>All Y6 pupils to undertake a program led by the 'Bikeability' team - scheme designed to give children the skills and confidence to ride their bikes safely on today's roads.</p> <p>There are three bikeability levels, with each level designed to help improve cycling skills no matter what they already know.</p>	£160	<p>Pupils improved in their skill over the week and loved the training – despite the weather. Parents and children were informed of their next steps after their series of session. Evidence – Pupil certificates</p>	<p>Book for next year as soon as possible for next Y6 group.</p>
<p>For KS2 pupils to have the opportunity to improve their dance skills and perform.</p>	<p>Join the Stroud area country dancing association.</p> <p>Run a country dancing club for KS2 pupils.</p> <p>Facilitate performance opportunities: School May Queen celebration, Stroud Country Dancing Festival (with 10 local schools at Stroud Leisure Centre)</p>	£10	<p>Children enjoyed preparing for the festival. Many dances were learned and the skipping was great for increasing cardiovascular activity. Really good in developing memory as children learned the dance sequences too. Evidence: Country Dancing Leader discussion, club register</p>	<p>Children were not able to perform for May Queen, Summer Duck race or the Dance festival due to covid. Will participate again next year if possible.</p>
<p>To engage all pupils in high quality rugby through quality teaching by a professional coach.</p>	<p>Tag rugby clubs for KS1 and KS2 led by professional coach: Mr. Meloscia</p>	<p>Included in previous costings – see above.</p>	<p>Club was popular in KS1. Club numbers fell over time in KS2. Children enjoyed and matches were organised for KS2 children. Evidence – club register, club observation</p>	<p>In KS2 link the club to matches to support motivation of children attending. Consider alternating tag rugby with cricket/football on a termly basis for KS2 club too. Consider alternating tag rugby with multi-skills club in KS1.</p>

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:

(Some £ included in Sports

				Coach/Sports Leader/Sports TA costs)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>For KS2 children to have the opportunity to participate in competitive sport</p> <p>To ensure pupils who excel at sport can compete in external competitions.</p>	<p>Join the local school sports association.</p> <p>Selection of the best players/performers in specific sports.</p> <p>Entry into Year 3/4 and year 5/6 cross country races &amp; training through running club/circuit training club.</p> <p>Entry into District Sport Athletics Competitions (running, throwing, jumping).</p> <p>Entry to KS2 football tournament &amp; football training for the squad with professional coach: Mr Meloscia</p>	<p>£300</p>	<p>Children have loved being part of the team when matches have been organised. Unfortunately the weather and then covid affected some matches that were organised.</p> <p>Running club has had a positive uptake and this feeds the cross county races well. Some competitions were not held due to covid.</p> <p>Evidence- Numbers of pupils entering competitive sports competitions.</p>	<p>Continue to enter schools into SAS and Atlas competitions.</p>