

Langley Mill Church of England (Controlled) Infant School & Nursery



Report on the Use and Impact of the Primary School Sport Funding 2019-20

ACADEMIC YEAR 2019/20

A significant proportion of the SSP funding has been set against the salary of the PE/School Sport Leader. This has enabled the school to ensure that the PE/Sport curriculum is driven with total commitment and is supported by appropriate experience, knowledge and understanding. The PE/Sport Leader is responsible for shaping high quality provision including: planning overviews and bespoke support for teachers, modelling best practice, leading PE CPD and ensuring that robust assessment systems are in place. Alongside the Headteacher and School Business Manager, she plays a significant role in deploying the Sports Premium Funding.

The sustainable impact of the provision of a designated PE/Sport Leader is that both curriculum and additional sporting opportunities are planned with a view to building consistency of progression over several years. Teachers are supported and enabled through instant access to high quality in-house training and support. This in turn is building confidence and commitment across the staff.

Key indicator 1: The engagement of all pupils in regular physical activity (recommended children undertake at least 30 minutes of physical activity a day in primary schools).

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Develop the outdoor learning environment to ensure that all pupils have daily access to spaces and resources that promote physical activity (playtimes, lunchtimes, curriculum time).</p>	<ul style="list-style-type: none"> • Create specific outdoor areas that provide safe spaces conducive to different types of physical activity. • Create clear zones for different activity during lunchtimes: - calm/creative; active; games – all clearly labelled on display board in PE corridor. • Relocate signs on outsidewalls to designate zones. • Relocate basketball hoop to a lower and more appropriate space in active zone. • Re-paint and establish new targets for ball skills activities. 	<ul style="list-style-type: none"> • Sports leader salary (£12,214) 	<ul style="list-style-type: none"> • The children are all engaged in active learning and developing their physical skills on a daily basis. • PSED/PSHE skills are being regularly practiced through lots of collaborative activities/ games and sharing of equipment. • The children’s enjoyment of the outdoors is evident through observations. • Many children regularly ‘opt’ for the most active lunchtime activities, enjoying a competitive element to the games. They will specifically ask for favourite, high intensity exercise activities. 	<ul style="list-style-type: none"> • Maintain the outdoor environment to ensure quality provision is always available and accessible. • Regularly audit resources and equipment and ensure replacements are made as necessary to ensure pupil safety.

<p>2. Further develop the skills and knowledge of the lunchtime play leader in delivering competitive and/or high intensity activities.</p>	<ul style="list-style-type: none"> • Play leader to model appropriate competitive / organised games and high intensity activities. • Play leader to jointly plan daily activities. • PE specialist to create quick reference prompt cards giving ideas for high intensity activities. 	<ul style="list-style-type: none"> • Play leader salary (£3849) 	<ul style="list-style-type: none"> • Engagement and participation levels of the children during lunchtimes are high, particularly during structured high intensity activities and skills sessions. • The lunchtime play leader feels more confident in facilitating a range of physical activities during the lunchtime and knowledge and expertise has increased. 	<ul style="list-style-type: none"> • Keep changing the activities offered in each zone at lunchtime to promote different types of physical activity. • Use ongoing training ideas to enhance and improve lunchtime provision. • Further develop use of other outdoor spaces around school to promote active and independent learning e.g. wildlife area.
<p>3. Ensure staff are confident with delivering the new gymnastic units of work and know how to differentiate the DTF PE scheme.</p>	<ul style="list-style-type: none"> • PE specialist to deliver quality gymnastics lessons, modelling to other staff to ensure they develop confidence in delivering the new units. • PE specialist to adapt the PE schemes (short term planning) to reflect the individual needs of all pupils and support staff in effective differentiation. • PE specialist to create a bank of resource cards for different warm up and cool down activities. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • Staff feel confident in delivering quality weekly PE lessons using the accredited AVSSP scheme of work. • Pupils have enjoyed following the new gymnastics scheme, and are proud to see their progress evidenced in photos on the PE display boards. • A folder of resources for warm up and cool down ideas are stored in the PE cupboard for easy access for all staff to use. Pupils enjoy the variety of activities, especially when they link to other topic areas e.g. Autumn colours warm up game. 	<ul style="list-style-type: none"> • Continue to update resources to compliment the AVSSP scheme of work – specifically develop a modified scheme of work for the EYFS reception class.
<p>4. Provide a wide range of after school clubs that promote a healthy and active lifestyle.</p>	<ul style="list-style-type: none"> • Organise and deliver a programme of physical related after school events throughout each term (link to competitions calendar). • Maintain records of attendance and participation to drive future events. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • After school clubs offered have been well attended by a range of children (age, gender, ability, SEND, background). • Clubs have successfully prepared children for competition events. 	<ul style="list-style-type: none"> • Continue to plan and deliver a range of curriculum enrichment opportunities that encourage development of physical skills and encourage active, healthy lifestyles.

			<ul style="list-style-type: none"> • High levels of enjoyment and engagement have been reported from club leaders and parents and pupils have asserted this. • Pupils and parents especially enjoyed the Handball Competition and the school won an award for the sportsmanship and good spirit shown by all who took part. 	
5. Provide Mini Leader training so pupils can contribute to delivery of activities during lunchtimes and PE lessons.	<ul style="list-style-type: none"> • Select pupils to attend the AVSSP Mini Leader's conference. • Use trained pupils to help organise games within lunchtimes and PE lessons. • Create a Mini Leaders section in the PE corridor to promote their activities and ensure other pupils know who they are. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • Mini Leaders thoroughly enjoyed learning new skills at the conference. They took part in all activities and training with enthusiasm and vigour. • The selected pupils are excited about contributing to both lunchtime activities and PE lessons. 	<ul style="list-style-type: none"> • Ensure the Mini Leaders have opportunity to use their new skills at lunchtimes through a rota system.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Attend all relevant AVSSP competitive sports events to raise the profile of PE and sport.	<ul style="list-style-type: none"> Register participation in all appropriate KS1 activities. Ensure relevant clubs are offered prior to competitions in order to allow familiarisation and skill development for each sport. Ensure information letters for parents are given in a timely manner to ensure full attendance at each event. 	<ul style="list-style-type: none"> AVSSP annual membership (£650) 	<ul style="list-style-type: none"> The children have been highly engaged and motivated by the competitions and have thoroughly enjoyed taking part in them and them sharing their successes at the Friday Awards Collective Worship. We have had very good support from parents and carers for these events, with nearly 100% attendance at each. All of the parents and carers who have attended have been proud to see their children compete and impressed with their skill level and resilience. We have won awards at each event. 	<ul style="list-style-type: none"> Continue annual subscription to AVSSP. Continue to attend all relevant AVSSP competitive events and SEND events. Work with cluster schools to develop inter school events. Encourage the children and parents who have taken part in events to join appropriate teams or sports groups outside of school through promotion and signposting.
2. Encourage aspiration in PE through regular rewards.	<ul style="list-style-type: none"> Introduce weekly PE awards linked to the school's four core values – Aspire, Learn, Respect and Serve. Award PE value certificates every week for each class. Keep an updated excel spreadsheet of all pupils achieving the awards across all classes. Display photos of the winners on the PE Awards board in the PE corridor – to be updated every two weeks. 	<ul style="list-style-type: none"> Sports leader's salary 	<ul style="list-style-type: none"> Pupils are highly motivated to achieve the weekly awards. Pupils are proud to gain a certificate and enjoy seeing their face on the display board. 	<ul style="list-style-type: none"> Introduce termly and end of year sports awards for each core value in PE.

<p>3. Develop a dedicated PE space in school to display the range of PESPAA on offer and celebrate the children's physical achievements.</p>	<ul style="list-style-type: none"> • Develop the veranda/ corridor as the PE space. • Regularly update displays with resources, photos, quotes etc. that celebrate PE and sport. • Ensure photos of events and PE lessons are displayed. • Create a mini leader section of the space to promote their activities and ensure all pupils know who they are. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • The displays have incited lots of discussion, raising the profile of PE and Sport throughout the school. • Pupils are pleased and proud to see themselves on the displays. 	<ul style="list-style-type: none"> • Continue to promote PE and physical activity across school through displays and other promotional materials.
<p>4. Develop accurate and useful assessment of PE across the school.</p>	<ul style="list-style-type: none"> • PE specialist to assist all staff in making accurate teacher assessment judgements for PE on Eazamg at the end of each term that show progress and drive plans. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • The PE specialist has supported staff to make accurate assessments of attainment and progress in PE. These have been use to inform next steps as part of the planning cycle. • Record keeping has improved with more efficient and effective data gathered to inform teaching. 	<ul style="list-style-type: none"> • Teachers use training and staff discussions to ensure accurate assessments that drive plans.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Employ a PE specialist who will manage, plan and organise whole school PE and team teach with other staff in order to develop confidence and increase skills across the school.</p>	<ul style="list-style-type: none"> PE specialist subject leader to attend annual AVSSP PE Conference. Lunchtime play leader to work closely with PE specialist at lunchtimes to develop skills and confidence in order that high intensity activities are offered. PE specialist to jointly plan and deliver the PE schemes of work, differentiating to fully meet the individual and diverse needs of the pupils. PE specialist to deliver training for all staff on differentiating PE lessons using the STEP approach (Space, Time, Equipment, People). 	<ul style="list-style-type: none"> Sports leader's salary 	<ul style="list-style-type: none"> PE subject lead is continually updating her knowledge and skills and imparting this to staff at all levels. The profile of PE has been raised substantially by employing a specialist teacher. The sharing of skills with other staff is increasing whole school confidence in the subject. 	<ul style="list-style-type: none"> Continue to attend AVSSP events and training to maintain up to date skills, knowledge and understanding of funding requirements. PE specialist to deliver whole school training in specific areas of the PE national curriculum and how to adapt and modify lessons to meet individual needs of diverse pupils.
<p>2. Use the AVSSP 'Do- Think- Feel PE' scheme to ensure progression of skills and full curriculum coverage – including the new gymnastics units of work.</p>	<ul style="list-style-type: none"> All staff to follow the DTF PE scheme for medium and short-term planning in KS1. PE specialist to develop resources to use alongside new gymnastics units of work – specifically photos / diagrams of key skills. 	<ul style="list-style-type: none"> Already costed (training and resources were purchased using previous year allocations) 	<ul style="list-style-type: none"> Observations show PE lessons are focused on key skills development and curriculum progression. Use of the scheme ensures alignment to the AVSSP competitions, fully preparing pupils for competitive events. 	<ul style="list-style-type: none"> Continue to develop the curriculum, amending according to ongoing subject reviews.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Ensure that there is a programme of activities throughout the year that will inspire and enthuse the children in PE/Sport. Specifically focus on disadvantaged / SEND pupils engaging in appropriate activities such as Boccia.</p>	<ul style="list-style-type: none"> • Attend and participate in the full range of AVSSP competitions. • Provide 'Learn to Ride' bicycle training for all pupils. • Take part in an 'All Star Cricket' workshop and visit from local Langley Mill Cricket Club (LMCC). • Take part in ACES day using outdoor activities and challenges. • Provide varied extra-curricular activities which aim to allow as many pupils participating throughout the year as possible. 	<ul style="list-style-type: none"> • Sports leader's salary 	<ul style="list-style-type: none"> • The children have been highly engaged and motivated by the competitions this year and have thoroughly enjoyed taking part and sharing their successes at the Awards Collective Worship. • We have had very good support from parents and carers for these events with almost 100% attendance at each event. • All of the parents and carers who have attended have been proud to see their children compete and impressed with their skill level and resilience. 	<ul style="list-style-type: none"> • Continue to attend all AVSSP competitive events – adding the SEND events to the calendar. • Work with cluster schools to develop inter school events. • Encourage the children and parents who have taken part to join teams or sports groups outside of school through promotion and signposting.

Key indicator 5: Increased participation in competitive sport.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Attend appropriate AVSSP events, including SEND activities.	<ul style="list-style-type: none"> Register and attend all appropriate KS1 activities. Ensure the pupils wear the Langley Mill team kit to instill a sense of pride and team spirit. PE specialist to lead the events alongside different staff to enable them to build confidence to attend independently in the future. 	<ul style="list-style-type: none"> AVSSP membership 	<ul style="list-style-type: none"> The children have been highly engaged and motivated by the competitions and have thoroughly enjoyed taking part and sharing their successes at awards collective worship. We have had very good support from parents and carers for these events with almost 100% attendance at each events. All of the parents and carers who have attended have been proud to see their children compete and impressed with their skill levels and resilience. 	<ul style="list-style-type: none"> Continue to attend all AVSSP competitive events, including SEND events. Work with cluster schools to develop inter school events.
2. Hold an annual competitive whole school sports event.	<ul style="list-style-type: none"> Plan and deliver a summer term sports event for all pupils. Purchase resources, rewards and health and safety materials for the event. 	<ul style="list-style-type: none"> Sports leader's salary Resources £200 		Increase whole school sports events to one each school term.
TOTAL ALLOCATED = £16,713			TOTAL SPENT = £16,913	