

Academic Year: 2019/20	Total fund allocated: £19,270.00	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 children undertake at least 30 minutes of physical activity a day in school				35% of total allocation
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>Key focus: All pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> <li>• Increase active engagement in organised physical activity during break and lunchtime.</li> <li>• Continue daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.</li> <li>• Increase the range and number of after-school clubs available for all year groups.</li> <li>• Communicate with parents for physical activity ideas at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports TA to lead breaktime, lunchtime and afterschool clubs and support PE lead with delivery of Level 1 and 2 school games offer.</li> <li>• PE lead to train lunchtime supervisors and Sports TA on new playground equipment, playground games and behaviour management.</li> <li>• PE Lead to train a group of Year 5 children, chosen by their peers, and school council to be Playground Pals, leading their own activities at break and lunchtime.</li> <li>• Increase the number of adults in school able to deliver extra-curricular clubs.</li> <li>• Introduce Friday Golden time clubs – all adults in KS2 will lead a club of their choice, including several physically active clubs. Each child will have 5 weeks in a club then change.</li> <li>• Build links and work with more providers from the local community (Empowr-U, Positive Youth Foundation, Sky Blues, Coventry Rugby, SoccerRockz)</li> <li>• Purchase new equipment to provide for additional use, new playground, extra-curricular and Friday Clubs.</li> <li>• Update PE page on school website to include links to all elements of the PE curriculum.</li> </ul>	<p>£5500 (split between all 5 KIs)</p> <p>£1680 External providers</p> <p>£407 Playground</p> <p>£985 Extra-curricular clubs</p>	<ul style="list-style-type: none"> <li>• Planned physical activity for every child at break time and lunchtime at least once a week.</li> <li>• Lunchtime supervisors lead active games which they vary to maintain engagement and encourage participation</li> <li>• Playground Pals were trained in Autumn term but were unable to spend much time leading activities due to lockdown. They will continue their role in Year 6.</li> <li>• In Autumn term, 322 children took part in lunchtime clubs run by the PE Lead, the Sports TA or Empowr-U, a local community club. In Spring, 279 children took part in these clubs.</li> <li>• 285 children were engaged in afterschool clubs through Autumn and Spring 1. We change club every term so this figure was set to be 425 for the year (up from 300 last year).</li> <li>• We have now built strong working relationships with local community clubs including Empowr-U, Positive Youth Foundation, Sky Blues, Coventry Rugby, SoccerRockz. They deliver clubs in school but also offer an exit route and pathway for children to continue activity</li> </ul>	<ul style="list-style-type: none"> <li>• More staff members will be trained to support extra-curricular clubs, therefore more children will be able to attend.</li> <li>• Re-address daily mile – some classes want to start recording how far they have travelled. Some class prefer to do other active challenges with their 15 minutes.</li> <li>• At least one active, outdoor Maths and English lesson per week will be compulsory in the new academic year.</li> <li>• Train 2 children from each year group as Playground Pals so that they can lead activities in the phase bubble from September.</li> <li>• Work with Empowr-U and PYF to secure funding so that their projects can continue with Southfields.</li> <li>• Teachers to use class dojo to post weekly challenges related to lessons. PE lead has gathered a bank of resources for this during lockdown and will continue to create differentiated, lesson specific activity cards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Every teacher to add their class to Class Dojo and invite all parents to join. PE lead and teacher will then use this to post weekly PE homework – activities that can be done with little equipment in the house or garden.</li> <li>• Purchase new equipment to provide for each of our phase bubbles when we return in September – enabling every child to have access to active breaks and lunchtimes.</li> </ul>	<p>£2663</p>	<p>outside school. From pupil feedback, 20 children have joined these clubs outside school.</p> <ul style="list-style-type: none"> <li>• ALL pupils involved in 15 minutes of additional activity every day – some classes vary between daily mile and skipping challenges.</li> <li>• PE lead has used Class Dojo throughout lockdown to engage children in physical activity challenges set by the School Games Organiser. We have been awarded a virtual participation badge for this.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>• Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>• Incidents of poor playground behaviour have decreased allowing children more guided activity time and more lesson time once they return to class.</li> </ul>	
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**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

**13%**

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>Key Focus: Pupils' personal development will be celebrated.</p> <ul style="list-style-type: none"> <li>• Children will be excited about having their achievements recognised. They will want to perform at their highest standard to be recognized.</li> </ul> <p>Key Focus: Pupils' understanding of sport and physical activity as a key element of a healthy lifestyle will be increased.</p> <ul style="list-style-type: none"> <li>• Children will want to be active in lessons and be excited to gain a deeper understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce PE and Sport certificates to be awarded during Friday achievement assemblies.</li> <li>• Purchase trophies for extra-curricular clubs 'Performer of the week'. Children take these home to parents for the week.</li> <li>• Create sporting stars display board for clubs, lessons, inter-school competitions and achievements outside school.</li> <li>• Weekly show and tell for each class to celebrate sporting achievements outside school.</li> <li>• Send home weekly 'Happy Notes' to parents for achievements in lessons.</li> <li>• Termly Pupils v Staff sports showcase matches – KS2 House competition winners.</li> <li>• PE/Sport showcase/competition assembly (Dance/Gymnastics performance)</li> <li>• Sports leaders to attend all School Games competitions to be role models for younger children and support them.</li> <li>• Sports leaders to represent their class and bring new ideas for sport to our monthly meetings.</li> <li>• Keep the school blog and twitter updated after every inter-school sports competition, curriculum lessons and regularly with upcoming events</li> </ul>	<p>£123 trophies and certificates</p> <p>£130 sports/playground leaders set</p>	<ul style="list-style-type: none"> <li>• Monthly PE/Sports certificates were included in the achievement assemblies – children were very excited to know if they had been recognised.</li> <li>• Children and parents were very animated when they won the 'Performer of the week' trophy. All their friends congratulated them during the week when their picture went up on the wall in the dining hall.</li> <li>• 'Happy Notes' were particularly well-received in KS1 and children received additional praise from parents.</li> <li>• Parents regularly talk to staff and PE lead about sporting events going on in school and greater community.</li> <li>• Parental attendance at after-school matches has increased – allowing those children to increase social interaction with their families through sport. They share achievements and challenges together.</li> <li>• Witches and Wizards Week was a fabulous success. This was a week based around the 'Department of Magical Games and Sports' and Quidditch taster days but also involved: decoration of the school as Southfields School of Magic, a writing competition and every</li> </ul>	<ul style="list-style-type: none"> <li>• A new team of Sports leaders will be chosen by their peers in September.</li> <li>• Sports leaders to write match reports for inter-school games to be posted on the blog and notice boards.</li> <li>• Continue to hold sports-themed cross-curricular events.</li> <li>• PE lead to provide staff training on new Head, Heart and Hands assessment framework. This will raise the profile of sport as a tool for life.</li> <li>• Unfortunately, we were unable to do any PE/Sport showcase assemblies due to Covid-19 Lockdown. These will take place next year.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sports TA to lead linked workshops and activities during major sporting events and update notice boards.</li> <li>• Hold a Sports-based, cross-curricular themed week – Witches and Wizards Week.</li> <li>• Quidditch taster days – whole school inspiration assembly followed by a PE session for every class to be introduced to the sport.</li> </ul>	<p>See Sports TA cost</p> <p>£1170</p>	<p>single lesson having a magical theme. Children and adults alike were happy, engaged, excited and produced some outstanding cross-curricular work.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Behaviour and engagement during PE lessons has greatly improved as children seek to impress but have also began to see the value that additional concentration can bring.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Key focus: All pupils' will receive 2 hours high quality physical education every week.</p> <p>100% of pupils will be developed in their physical, cognitive, social and emotional learning.</p>	<ul style="list-style-type: none"> <li>• British Gymnastics Intermediate Primary course.</li> <li>• Inclusive PE course</li> <li>• Royal Opera House inclusive Dance course</li> <li>• Balanceability course</li> <li>• Feedback/training from these courses at staff meetings.</li> <li>• Selected staff (teachers and TAs) will be up-skilled by PE lead during curriculum PE lessons with their class.</li> <li>• All class timetables will be adjusted to include 2 hours of timetabled PE.</li> <li>• A folder of active games will be provided for every class, enabling teachers and TAs to feel confident in delivering active brain breaks or lessons.</li> <li>• A bank of active English and Maths lessons will be created for teachers to draw on when planning lessons.</li> </ul>	<p>£1100 (courses and supply cover cost)</p> <p>See Sports TA cost</p>	<ul style="list-style-type: none"> <li>• PE lead has used British Gymnastics training and schemes of work and adapted them to suit our children and environment.</li> <li>• PE lead has delivered training during staff meetings on the building blocks of the Royal Opera House creative dance lessons.</li> <li>• Curriculum dance lessons have been greatly improved and several year groups have created truly cross-curricular learning experiences – E.G. Year 4 Solids, Liquids and Gases was delivered through Dance lessons.</li> <li>• PE lead has trialled balanceability sessions with EYFS and KS1. The children involved made excellent progress with their fundamental movement skills and were all ready to use pedal bikes.</li> <li>• Increased confidence for our Sports TA to take a more active role in lessons.</li> <li>• PE lead more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</li> <li>• Teacher confidence has increased in Athletics and Games delivery and structure of PE lessons. More work is needed on Gymnastics and Dance</li> </ul>	<ul style="list-style-type: none"> <li>• New Gymnastics schemes of work and assessment frameworks will be used throughout the school. PE lead will work with any teachers that need further support with this.</li> <li>• Cross-curricular dance lessons will be planned into each year group's medium-term plan.</li> <li>• Do annual teacher audit to find out current level of confidence and knowledge across all areas of PE and identify training needs for coming year.</li> <li>• Carry out TA audit to assess confidence in supporting all areas of the Pe curriculum and identify training needs for coming year.</li> <li>• From training courses and trial lessons, the PE lead has developed a Learn to Ride scheme of work which will be used next year. The aim will be that all children will be able to cycle a peddle bike by the end of Year 2.</li> <li>• Develop a program of lesson observations, team teaching and best practice sharing.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Key Focus: All pupils' will be exposed to new areas of activity.</p> <ul style="list-style-type: none"> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</li> <li>Focus on those pupils who do not take up additional PE and Sport opportunities.</li> <li>Introduce, promote and encourage and passion for safe cycling for fitness and pleasure.</li> <li>Work with local community clubs to offer additional opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Sports TA to lead breaktime, lunchtime and afterschool clubs and support PE lead with delivery of Level 1 and 2 school games offer.</li> <li>Introduce new extra-curricular clubs including Creative Dance, Dodgeball, Ultimate and Tag Rugby.</li> <li>Complete a pupil survey to ascertain what new sports children would like to do: <ul style="list-style-type: none"> <li>Softball/Tee ball</li> <li>Tag Rugby</li> <li>Dodgeball</li> <li>More Sitting Volleyball set</li> </ul> </li> <li>PE Lead to trial Balanceability and Learn to Ride sessions with R, Y1 and Y2. Then create a suitable scheme of work for EYFS and KS1.</li> <li>Source reduced price or donations of pedal bikes.</li> <li>Mend pedal bikes donated at the end of last year.</li> <li>All staff to encourage and be positive role models for cycling to school at all times but particularly during Sustrans 'Bike to School' and 'Big Pedal' weeks.</li> <li>Plan and book a cross-curricular Harry Potter Day. During this day, Enrich Education will introduce Quidditch to all children.</li> </ul>	<p>As Sports TA cost</p> <p>£1424 Equipment for new sports and mending bikes.</p> <p>£438 Bikeability for Year 5</p> <p>See Quidditch taster days cost</p>	<ul style="list-style-type: none"> <li>In Autumn term, 322 children took part in lunchtime clubs run by the PE Lead, the Sports TA or Empowr-U, a local community club. In Spring, 279 children took part in these clubs.</li> <li>285 children were engaged in afterschool clubs through Autumn and Spring 1. We change club every term so this figure was set to be 425 for the year (up from 300 last year).</li> <li>Every new sport introduced during extra-curricular clubs was very well received and had 100% take up by the children. Children requested several of the sports during curriculum lessons to use and improve skills they were learning.</li> <li>During Autumn and Spring terms, 30 children have taken part in clubs aimed at our current target groups (girls, less engaged).</li> <li>PE lead has trialled balanceability sessions with EYFS and KS1. The children involved made excellent progress with their fundamental movement skills and were all ready to use pedal bikes.</li> <li>Following a pupil voice, all pupils say they enjoy PE and Sport and want to get involved in more activities.</li> </ul>	<ul style="list-style-type: none"> <li>All clubs run this year will continue next year.</li> <li>More staff members will be trained to support extra-curricular clubs.</li> <li>Purchase more Ultimate disc and golf targets</li> <li>From training courses and trial lessons, the PE lead has developed a Learn to Ride scheme of work which will be used next year. The aim will be that all children will be able to cycle a peddle bike by the end of Year 2. Bikeability will continue in Year 5.</li> <li>EMpowr U provision will continue and grow.</li> <li>Positive Youth Foundation will run their Health Champs and EmpowHER projects next year (we will work with them to secure external funding).</li> <li>SoccerRockz football provision for more able players will continue.</li> </ul>

Key indicator 5: Increased participation in competitive sport				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Key Focus: Increase the number of pupils participating in an increased range of competitive opportunities.</p> <ul style="list-style-type: none"> <li>• More children engaged in competitive sport during lesson time and extra-curricular activities.</li> <li>• Focus on children that do not usually get opportunities to compete.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports TA to lead breaktime, lunchtime and afterschool clubs and support PE lead with delivery of Level 1 and 2 school games offer.</li> <li>• Make contributions to:               <ul style="list-style-type: none"> <li>School Games</li> <li>Coventry Primary Schools Sports Association</li> <li>British Gymnastics</li> </ul> </li> <li>• Minibus cost to take children to competitions</li> <li>• PE/Sport competition assembly (Dance/Gymnastics performance) – winners by audience vote.</li> </ul>	<p>As Sports TA cost</p> <p>£400</p> <p>£60</p> <p>£50</p> <p>£1800</p>	<ul style="list-style-type: none"> <li>• Every child in school has been given the opportunity to take part in competitions against their peers as part of the Level 1 school games offer during lesson time and lunchtime.</li> <li>• KS2 House competition was introduced, giving 128 children access to competitive Dodgeball and Ultimate in Autumn and Spring.</li> <li>• In the half Year we were in school, children have competed in:               <ul style="list-style-type: none"> <li>○ Level 2 school games – 44 chn</li> <li>○ Football league and cup competitions – ‘A’ team – 30 chn, ‘B’ team – 10 chn</li> <li>○ Inclusive events – 79 chn</li> </ul> </li> <li>• B and C teams have attended – Endball, Football, SH Athletics, Dance, Values Dodgeball</li> </ul>	<ul style="list-style-type: none"> <li>• Include more Level 1 school games competitions within lesson time and during lunchtimes.</li> <li>• KS1 will be put into houses next year. We will deliver a KS1 house competition in addition to the KS2 competition.</li> <li>• Unfortunately, we were unable to do any PE/Sport competition assemblies due to Covid-19 Lockdown. These will take place next year.</li> </ul>
<b>Academic Year: 2019/20</b>	<b>Total fund allocated: £19,270.00</b>	<b>Total fund used: £17,930.00</b>		<b>Amount remaining: £1340</b>



## Southfields Primary School

### Year 6 Swimming report

National curriculum requirements for swimming and water safety	Percentage of Year 6 cohort meeting the requirements
Swim competently, confidently and proficiently over a distance of at least 25 metres.	30%
Use a range of strokes effectively (for example: front crawl, backstroke and breaststroke).	50%
Perform safe self-rescue in different water-based situations.	90%