

# LYNNFIELD Primary School



P.E. and sports premium  
2020-2021



| Key achievements to date until July 2020:  | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>• TA and lunchtime staff providing active breaktimes with Key worker and vulnerable pupils</li> <li>• Equipment for Active playtimes used effectively by children</li> <li>• Physical activities provided during remote learning</li> <li>• Youth Sports Trust Silver award maintained</li> </ul> | <ul style="list-style-type: none"> <li>• Renew and purchase additional sporting equipment to allow varied activities to run during break/lunch times and after school</li> <li>• To develop a Nurture club which engages children in physical activities to help stabilise mental wellbeing – eg, Yoga, Tai Chi etc</li> <li>• Provide further CPD to Tas and lunch time supervisors and break time staff to increase activities available</li> <li>• KS1 to attend more inter-school competitions</li> <li>• Provide more competition opportunities for children with SEND and to purchase the equipment necessary to fulfil this</li> <li>• Continue to provide varied after school club, encouraging a wider selection of activities that appeal to more children</li> <li>• Further develop intra-school competitions</li> <li>• To further improve planning and assessment of PE for all teaching staff</li> <li>• To increase number of competitions attended by B and C teams</li> <li>• Book Catch-up swimming sessions</li> <li>• To achieve the School Games Mark</li> </ul> |

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| 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><b>N.B.</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 2021.</p> | 23%   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 23%   |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | <p>0%</p> <p>Due to pupils having to self-isolate because of Covid-19, this element was unable to be assessed</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?

Yes/No

It was allocated but unable to take place due to Covid-19 – money was reallocated elsewhere

| Academic Year: 2020/21  | Fund allocated 2020-2021: £18,925<br>Carried over from 2019-2020 £9420<br>Total amount - £27548  | Date Updated: 15.07.20                                     |   |  |
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| <b>Key indicator 1:</b> 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:<br>33%   |
| Intent  | Implementation   |  | Impact  |  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:   |
| 1.1<br>Active lunchtimes – To encourage children to engage in activity and enjoy physical activity and promoting Active 30-30 particularly those identified as least active pupils.   | Staff to identify least active pupils.<br>Purchase equipment specifically for active lunchtime activities<br>Run mini competitions between groups within the bubbles.<br>Pay salary for Tas and additional lunchtime staff to provide active play sessions during lunchtimes within their bubbles. | £1095<br><br>£7,952  | Children keen to join in with organised activities at lunch time. Behaviour disruptions were minimized. Children actively engaged in running around. Those children who had been identified as least active, now participating in more physical activity. | Continue to organize regular in house competitions. Increase the range of sports e.g. cricket, rounder etc.<br><b>Next steps – to continue this next year to see full impact</b>                                       |
| 1.2<br>Active break times – To encourage children to engage in and enjoy physical activities and promoting Active 30-30 particularly those children who have been identified as least active.                                       | Provide equipment for children to access during break times  | See Key indicator 1.1                                      | Children utilising the equipment effectively and an increase in physical activity during break times. Fewer incidents of disruptive behaviour. Those children who had been identified as least active, now participating in more physical activity.       | <b>Next steps: Continue next year and replace equipment as required.</b>   |
| 1.3<br>Crew Club –To develop leadership and communication skills and to promote responsible behaviour and promote Active 30:30.   | Y5 students to take part in Primary Leaders course (and/or Y5 Crew Training - High Tunstall). Children to lead and assist with leading games and activities at break and lunch time on certain days of the week..  | £150 transport<br>Money reallocated elsewhere (see KI 1.1) | Unable to complete due to Covid   | <b>.Next steps – to continue this next year to see full impact</b>   |
| 1.4<br>Breakfast club – physical activities ran by school and support staff   | CPD from secondary P.E. teacher supported by P.E. Coordinator to provide new games and activities to promote participation from all who attend. New equipment where needed for clubs to allow for varied activities.   | See Key indicator 1.1                                      | More children beginning to be actively engaged. Children appearing more alert ready for the start of the school day.<br>Increased confidence of older children who are assisting younger children during the activities. More positive                    | Regular breakfast club staff and children will be able to transfer skills/games to break times, encouraging more children to be active. Equipment will purchased and replaced when necessary within the school budget. |

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|  |  |  | behaviour choices witnessed at break times.<br>The number of children accessing Breakfast club was reduced due to Covid-19 | <b>Next steps – to continue this next year to see full impact</b> |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>                     |   |  |  | Percentage of total allocation:<br><b>See Key indicators 1 and 3</b><br>0%   |
| <b>Intent</b>   | <b>Implementation</b>   |  | <b>Impact</b>  |  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:                             | Evidence and impact:   | Sustainability and suggested next steps:   |
| 2.1<br>Lunch time catch-up sessions – to offer additional sessions in sports the children have found difficult and least active pupils. | Ask children and staff to evaluate children’s ability level after each unit of work and to identify which children may benefit from attending extra sessions to prepare them for the activity the following year. Provide sessions from spring/summer term ran by external HT coaches/teachers where necessary. | See Key indicator 1.1<br>See Key indicator 3.3 | Due to Covid19, these sessions were initially limited to Key Worker and Vulnerable children. These then continued in Summer Term within Bubbles. The focus was on developing skills. As it was a small group, children were able to develop those skills and catch up. | To aim future sessions towards KS1 to try and close gaps earlier. This will provide more sessions to a smaller targeted group of children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                       |   | Percentage of total allocation:  |
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|   |  |                       |   | 55%  |
| Intent  | Implementation   |                       | Impact  |  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:    | Evidence and impact:  | Sustainability and suggested next steps:   |
| 3.1<br>TLGPE Project 20-21 support package and scheme of work to develop staff's expertise and provide children with high quality lessons   | Provide continuous CPD across the PE curriculum for all staff including virtual and face-to face training sessions, and team teaching.<br>Purchase equipment in order to support CPD and the effective delivery of high quality PE and sport | £3750<br>£8272        | Due to Covid, staff could only access virtual training and CPD.<br>In addition because schools were only partially open due to Covid, some of the PE had to be taught through remote learning. TLGPE provided staff with activities for children to complete at home with links to videos of the activities and challenges.<br>Staff conversations praised the TLGPE scheme as useful cpd as the videos supported them in delivering the PE curriculum effectively. | Continue with the high level of support next academic year (at a discounted rate) so that staff can receive the full training. |
| 3.2<br>TLGPE Project 2021 to provide PE Lead training enable the curriculum to be delivered effectively and efficiently to all children in accordance with government guidelines.     | Virtual and Face-to-face meetings with PE experts in the delivery and assessment of PE.<br>Virtual sessions with Osted inspector to develop knowledge of what is required during inspections and looking at what the school provides.        | See key indicator 3.1 | Due to covid restrictions only Virtual meetings have been able to take place. Virtual meetings have been effective in identifying strengths and areas for development in the school's provision of PE   | Continue with TLGPE project 21-22 to further develop PE lead skills as a new PE lead has been allocated to the subject.        |
| 3.3 To use TLGPE assessment tool to develop a robust assessment system so staff can use formative assessment (in real time) to inform their planning and delivery of high quality PE. | Virtual training on using the assessment system and how to adapt teaching to allow access to all pupils.   | See Key indicator 3.1 | Staff were able to assess pupils' skills effectively using the TLGPE assessment tool and could adapt their PE delivery. In addition they were able to identify pupils for catch up programs and those who were least active.<br>Due to Covid 19, some areas could not be assessed.  | Continue with The TLGPE assessment tool to embed a robust assessment system.   |

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| <p>3.4<br/>High Tunstall subscription - (secondary school) to provide children with high quality lessons and staff with CPD on how to deliver high quality lessons. Sessions delivered by qualified P.E. teacher.</p>              | <p>Provide each teacher with CPD in two different subjects per year (2 x half term).<br/>TA's and HLTA's to be present in lessons along with the teacher and to receive CPD also.</p> | <p>£3000</p>                         | <p>Increased teacher confidence to deliver a higher standard of PE lessons independently. Increased subject leader confidence that a higher standard of PE lessons are delivered throughout the school. Children receive QFT from knowledgeable, confident and qualified teacher during CPD. Children able to discuss and reflect on lessons taught. Increase in children's confidence and resilience and they know the value of working as a team or competing as an individual. Improved understanding of rules in a variety of sports.<br/>Initially came in for Half days from January 2021 and worked with specific bubbles – this increased to full days working within bubbles in accordance with Covid-19 risk assessment.</p> | <p>P.E. Coordinator to assess where staff are placed next year and to discuss CPD with teachers before confirming with High Tunstall to ensure teachers receive the most relevant CPD.</p>  |
| <p>3.5<br/>High Tunstall subscription (b) – to provide CPD cluster sessions to P.E. Coordinator to enable the curriculum to be delivered effectively and efficiently to all children in accordance with government guidelines.</p> | <p>P.E. Coordinator to attend cluster meetings to receive guidance, advice and information relating to latest changes to the curriculum and funding.</p>                              | <p>(See Key indicator 3.4 £3000)</p> | <p>Curriculum subjects taught are varied across the year in accordance with guidelines. Funding and spends are documented and available on the school website.</p>   | <p>P.E. to continue to attend meetings and share information with Health and Wellbeing faculty leader. Curriculum and CPD to be amended when/if necessary each year.</p>  |
| <p>3.6<br/>Youth Sport Trust membership – to provide teachers with resources and CPD which can be incorporated into their planning. To allow school to apply for the Youth Sport Trust Quality Mark at the end of the year.</p>    | <p>Select staff to attend CPD sessions when available.</p>  | <p>£200</p>                          | <p>Training courses were cancelled due to Covid 19.<br/>Although PE Lead accessed virtual training on Leading Change in the context of wellbeing and Reframing competition post covid-19 which enable them to identify competition changes for the academic year.</p>  | <p>Continue with YST membership to allow staff and PE coordinator to access the training sessions.<br/>To discuss with Headteacher, buying into a whole school planning and assessment scheme as the value of the smaller training available has proved invaluable to staff and this is something that staff have asked for to widen and deepen their understanding of the wide range of sports..</p> |

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| 3.7<br>Active break times – TLGPE To provide CPD to TAs and lunchtime supervisors | To assist with externally led sessions to increase confidence in delivering lunch time games and assisting the Y5 children with leading games during lunch times on other days in the week. | See Key Indicator 3.1 | Initial virtual training provided due to Covid restrictions and then face-to face training was provided once restrictions were lifted. Evidence showed that these were effective in raising engagement and improving the skills of the TAs and lunchtime staff who were able to receive CPD during the sessions. | Rotate dinner supervisors to provide experience on different activities.<br><b>Next steps – to continue this next year to see full impact</b> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                       |   | Percentage of total allocation:<br>See key indicator 1 and 3<br>12%  |
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| Intent   | Implementation   |                       | Impact  |  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:    | Evidence and impact:  | Sustainability and suggested next steps:   |
| 4.1<br>TLGPE scheme used to broaden the range of physical activities children are accessing e.g. OAA, circuits and fitness, hockey and dodgeball | Use TLG scheme to introduce children to a broader range of sports and activities. Purchase resources to support the broadening of activities.  | See Key indicator 3.1 | In all year groups, children accessed Outdoor adventurous activities in the Autumn Term, which was an activity which they had never experienced before.<br>Due to Covid 19, they were unable to access Dodgeball and Hockey but we adapted the Fitness and circuits for remote learning. In addition pupils accessed Yoga and dance remotely. | <b>Next steps:</b><br><b>Continue using TLGPE and extend the range of sports and activities which children are accessing. Eg. OAA, Hockey</b>  |
| 4.2<br>After school clubs – ran by school staff. To promote active children and interests in different sports.                                   | Health and Wellbeing staff to provide different opportunities for after school clubs. Funding to be allocated for equipment where necessary. Funding to be allocated for equipment and wages | See Key indicator 1.1 | Y6 children participated in cricket with the support of Wicketz but due to Covid19, these sessions were unable to continue. However, the impact of the sessions attended, was effective in raising engagement. Further opportunities for children to be exposed to a wider range of sports was not possible this year.                        | To open the opportunity for teaching afterschool clubs to all staff to allow children to be exposed to a wider range of skills.<br><b>Next steps – to continue this next year to see full impact</b> |

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| <p>4.3<br/>Carlton Adventure Trip - To provide an opportunity for Y6 children to be able to attend Carlton Camp should they wish to. Promotes participation in a wide range of activities not necessarily otherwise available to pupils inc. water sports.</p> | <p>To encourage children to spend a week being active and accessing new sports. To build relationships with other peers. Funding would allow the cost per child to be lowered which would hopefully allow children to attend should they wish to.</p> | <p>£3000<br/>(£2500 Carlton. £500 Outdoor activities for children not attending)</p> | <p>Children were able to access a wide range of activities which would otherwise be not available to them. The participated in:</p> <ul style="list-style-type: none"> <li>• Canoeing</li> <li>• Outdoor rock climbing</li> <li>• Weaselling</li> <li>• High rope challenge</li> <li>• Orienteering</li> <li>• Archery</li> </ul>                         | <p>Continue to subsidise fee where possible to allow all children to experience Carlton Adventure. Discuss with Y6 teachers as to whether less money could be used as part of an Enterprise Activity to encourage the children to raise some money themselves.<br/><b>Next steps – to continue this next year to see impact on next cohort</b></p> |
| <p>4.3<br/>Swimming Catch Up – swimming lessons for Y5 children who are not yet able to swim competently, confidently and proficiently over a distance of at least 25 metres</p>   | <p>Extra lessons to be provided to those children in Year 6 who are yet to swim 25m confidently. Cost of lessons plus transport.</p>  | <p>£200<br/>(Reallocated funding to a different area KI 1.1.)</p>                    | <p>Due to Covid19, this trip was unable to take place.<br/><br/>These sessions had a positive impact on water confidence and the number of children able to swim 25m by the end of the year in year 2018-19 and so should continue next year if possible.</p>   | <p>Continue to liaise with swimming teacher to identify children in Y5/6 who are below ARE.<br/>(Reallocated funding to a different area.)<br/><b>Next steps – to continue this next year to see full impact</b></p>   |
| <p>4.4<br/>SEND School Sports Programme – skills sessions appropriately differentiated to children’s needs.</p>  | <p>Pay entry fee</p>  | <p>£150<br/>(Reallocated funding to a different area KI 1.1.)</p>                    | <p>Equipment bought as part of the provision for SEND inclusion for curriculum PE sessions and skills practise. Equipment available to suit the needs of more children.<br/><br/>Children not able to attend sessions due to Covid19.<br/>Children participated in My Personal Best Self challenges and intra school competitions within their bubble</p> | <p>Continue to assess the needs of the children in the school by speaking to teachers and the SENDO and to buy equipment as appropriate. To enter children in to the SEND Sports Programme next year as they really enjoyed the sessions they were able to attend.<br/><b>Next steps – to continue this next year to see full impact</b></p>       |
| <p>4.5<br/>Y4 Festival Training Sessions</p>   | <p>Non-competitive sessions to increase confidence and skill for pupils and CPD for staff.</p>  | <p>£150<br/>(Reallocated funding to a different area KI 1.1.)</p>                    | <p>Due to Covid19, these sessions were unable to take place.<br/>Children participated in My Personal Best Self challenges and intra school competitions within their bubble</p>  | <p><b>Next steps – to continue these sessions if available next year to see full impact</b></p>  |

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| 4.6<br>Balance Bikes Training – sessions for Reception children. | Book sessions with Summerhill.  | £225 | Children who participated made excellent progress over the sessions and were more confident in riding balance bikes once the sessions were complete. | Continue these sessions next year. Summerhill provide the balance bikes which is more cost effective than buying enough bikes for children. Reception does have 4 balance bikes. Could invest in more in future if needed. |
|  | Purchase 2 more balance bikes for children to use after balance bike sessions | £54  |  |  |

| <b>Key indicator 5: Increased participation in competitive sport</b><br>Due to Covid -19 there were no inter school competitions so we focused on My personal best and intra school competitions within bubbles. |  |                      |  | Percentage of total allocation:   |
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|  |  |                      |  | See Key indicator 1<br>0%   |
| Intent   | Implementation                         |                      | Impact   |   |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:                    | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:  |
| 5.4<br>Lunch time competitions – To encourage children to engage in activity and to give children an aim to work towards and promote teamwork and competition within school                                      | Buy equipment to allow competitions on | See Key Indicator1.1 | Children keen to join in with organised competitions at lunch time. Behaviour disruptions were minimized. Children actively engaged in running around. | Continue to organize regular competitions. Increase the range of sports e.g. cricket, rounder etc.<br><b>Next steps – to continue this next year to see full impact</b><br><b>More competitions to take place next year in a wider variety of sports.</b> |