

# Evidencing the Impact of the Primary PE and Sports Premium: Longmeadow Primary School

1. Summary information					
School	Longmeadow Primary School				
Academic Year	2020-2021	Total sports premium budget	£19,050 (£16,000 +£10 per pupil)	Date of this sports premium review	July 21
Total number of pupils	305	Total Allocated Funding	£29,900	Date of next sports premium review	Sept 2021

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Inter sport competitions have been deployed across the school.</li> <li>• Positive relationship with Stevenage Sporting Futures maintained with events delivered where possible.</li> <li>• School held a successful sports day (July 2021) which was streamed to parents.</li> <li>• PE Teacher appointed instead of Sports Coach to continue to promote sport across the school</li> <li>• PE identified as a strength of the school, following PE deep dive by the local authority</li> <li>• New PE Teacher won Stevenage Sporting Futures (SSF) ‘Couldn’t Do Sport Without’ award July 2020</li> <li>• UKS2 boys football team reached semi-final of the Stevenage 5 aside football cup, losing in a sudden death penalty shoot out</li> <li>• School has offered a wider diet of extra-curricular clubs to children, further exposing them to a range of sports</li> <li>• Introduction of b-teams across the school to increase the proportions of SEN children accessing sports</li> <li>• Vulnerable pupils prioritised for specific SSF festivals that matched their needs</li> <li>• Boys football and girls netball engaged in all planned matches prior to COVID-19</li> <li>• Parental engagement in extra-curricular clubs increased</li> <li>• Two children from Year 6 were selected for the district football team</li> <li>• New PE teacher built excellent relationships to support sport in the local area</li> <li>• External visitors booked to promote sport across the school (Stevenage Football Club, Stevenage Rugby Club and Stevenage Gaelic Football Club) (<i>visits cancelled due to COVID-19</i>)</li> <li>• Silver School Games mark for awarded July 2019. School working towards Gold mark for July 2020 but interrupted due to COVID 19. This work will continue in</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase high quality sports equipment, including for outdoor use</li> <li>• PE teacher to become PE lead and continue to support sport and PE across the school - including leading INSETs, particularly in relation to gym equipment (staff voice 2021)</li> <li>• Re-launch pupils access to swimming lessons at Stevenage Swim Club from September 2021</li> <li>• To continue carefully monitor the return of children following the COVID-19 school closures with a focus on health and well-being including fitness.</li> <li>• To exploit the social benefits of sport to support pupils emotional and social well-being on return to school following COVID-19.</li> <li>• PE lead and AHT (qualified PE teacher) to support with team sports during lunchbreaks - supporting children to work as a team together</li> <li>• Begin extracurricular clubs again from September 2021</li> <li>• Re-develop relationships across Stevenage and beyond to enable children to participate in sport</li> <li>• Re-launch the ‘daily exercise’ from September 2021</li> <li>• PE teacher to develop ways to work alongside teachers to engage all pupils in physical activity including vulnerable pupils, despite social distancing and protective bubble restrictions</li> <li>• PE teacher to engage with ways to offer fixtures and events for competitive sport, despite social distancing and protective bubble restrictions.</li> <li>• Liaison with external agencies to support pupils with additional needs</li> <li>• To continue to work towards Gold Mark for Longmeadow School.</li> <li>• To expand the pilot of the Y3 inter-school competition to run across LKS2, organised by the Sports Ambassadors.</li> <li>• Implement PE journals in classes to gather evidence of skills and knowledge in PE,</li> </ul>

<p>2020-2021.</p> <ul style="list-style-type: none"> <li>• Sports Ambassadors were runners up in Sports Ambassadors of the year July 2020.</li> <li>• PE Teacher ran morning breakfast club for persistently late or absent pupils. 90% of pupils attendance was 96% or above following attendance at the club.</li> <li>• School blog started and regularly added to for sports, increasing parental engagement</li> <li>• School Sports Ambassadors engaged in regular meetings, including keeping minutes.</li> <li>• Sports Ambassadors ran an Y3 inter school competition. This was set up and ran by the Sports Ambassadors under the supervision of the PE Teacher. Parents also attended this event.</li> <li>• Sports Ambassadors successfully ran a PE Lesson for Y4, under the supervision of the PE Teacher</li> <li>• Sport Ambassadors produced the sports display board in the school</li> </ul>	<p>including the sequence of learning.</p> <ul style="list-style-type: none"> <li>• Develop the use of disciplinary teaching in PE, including the use of technical vocabulary</li> </ul>
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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? <i>N.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 2020.</i>	0% impact of COVID-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	No

Did you carry forward an under spend from 2019-20 academic year into the current academic year? - NO

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £0

= Total to be spent by 31st July 2021 £0

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## Action Plan and Budget Tracking

Longmeadow's intended annual spend against the five key indicators. Including the success criteria and evidence of the impact that Longmeadow intend to measure the evaluation for pupils today and for the future.

Academic Year: 2020-2021		Total fund allocated: £		Date Updated: 20 <sup>th</sup> July 2021	
Key indicator 1: 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:
INTENT		IMPLEMENTATION		IMPACT	
<i>Focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>
<i>Sustainability and suggested next steps:</i>					
<b>All children engage in daily activity</b>	<ul style="list-style-type: none"> <li>Embed the 'daily exercise' at Longmeadow, including a range of different approaches to being active.</li> <li>PE teacher to plan and model 'daily exercise' sessions across the school, including leading this with key year groups (i.e. Y6 where obesity rates are shown to rise)</li> <li>Health and Well-Being Team (including PE Teacher) monitor the impact of the 'daily exercise'</li> </ul>	£5,000	After analysing pupil voice, we now deliver multi-component interventions – adopting a whole of community approach, which appears to be most effective for increasing physical activity: incorporating curricular learning with the culture, ethos and environment and engagement of the wider school community.	<ul style="list-style-type: none"> <li>Club and 'daily exercise' suggestions are collected from pupils. This means children feel they have an opinion on the sporting provision at school.</li> <li>Pupils can maintain healthy lifestyles independently and maintain the activity outside of the school day to contribute to their 60 active daily minutes</li> </ul>	
<b>Vulnerable pupils receive adaptations to the curriculum to allow them to access PE lessons</b>	<ul style="list-style-type: none"> <li>Liaison with external agencies to support pupils with additional needs</li> </ul>	£500 (from SSF allocation)	SSF team met with PE teacher to model various SEND inclusion strategies and teaching techniques. Resulting in improved SEND PE provision. Impact of COVID-19 seen on access to SEN provision impacted as school not allowing visitors In summer term, staff have had tri golf modelled to them with appropriate adaptations and this was an event during sports day	<ul style="list-style-type: none"> <li>Make contact with the inclusion lead in Autumn 2021 to discuss plan for adaptations in sport at Longmeadow</li> </ul>	

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				32%
INTENT	IMPLEMENTATION		IMPACT	
<i>Focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
	<i>Funding allocated:</i>			
<b>Pupils show passion for physical activity and discuss this positively</b>	<ul style="list-style-type: none"> <li>Buy school sports kits when the school is involved in sports matches</li> <li>Encourage staff and parental engagement in school fixtures</li> <li>PE teacher to engage with ways to offer fixtures and events for competitive sport, despite social distancing and protective bubble restrictions.</li> </ul>	£1500	<p>Vanderpump and Sykes, a local solicitor company, has linked up with Longmeadow to sponsor their football teams – providing smart new kit and training tops for their matches.</p> <p>School has entered various virtual events through SSF for both Key stages.( virtual speed stacking, virtual long jump, virtual static jumps, virtual football)</p> <p>Increased participation and motivation for all pupils in physical activity and raised profile of PE to encourage all children to develop an active lifestyle throughout their lives.</p>	<ul style="list-style-type: none"> <li>Due to positive relationship built with Vandapump and Sykes, Longmeadow are entering discussions to sponsor girl’s netball kits with the same company.</li> <li>Relaunch daily activity</li> <li>Engage children in physical activity on their way to school (bike, scoot etc)</li> </ul>
<b>School Sport has a raised profile at Longmeadow</b>	<ul style="list-style-type: none"> <li>PE teacher employed by the school</li> <li>Health and well-being team created</li> <li>Membership to Stevenage Sporting Futures (SSF)</li> <li>Activities participation in SSF events and training</li> <li>Sports blog active and in use</li> <li>Sports board updated regularly</li> <li>Sports Ambassadors in school</li> <li>External competitions promoted and attended (including leagues)</li> <li>School trophy cabinet in front reception</li> </ul>	£3000	<p>Since employing a PE teacher and creating a health and well-being team, Longmeadow offer a comprehensive competition and festival calendar.</p> <p>PE lead and teachers use MM (Marvellous Me) to celebrate sporting endeavours.</p> <p>Sports ambassadors helped to organise and set up Sports Day.</p>	<ul style="list-style-type: none"> <li>PE teacher completing school’s direct in 2021-2022. PE teacher will remain PE lead and organise participation in SSF events alongside AHT (previously secondary PE teacher).</li> <li>Continue to complete sports boards</li> <li>Continue to promote children’s achievements</li> </ul>

	<ul style="list-style-type: none"> <li>• and certificates displayed on walls</li> <li>• Children’s physical and sporting achievements celebrated at school during assemblies</li> </ul>		<p>SSF provide inter and intra school competitions, staff CPD, Educational Health related Physical activity support.</p> <p>Sports board updated 4<sup>th</sup> September</p> <p>Teachers held weekly class assemblies, acknowledging any internal or external sporting achievements of the pupils.</p> <p>New trophy cabinet on display in the school main entrance. Children, parents and staff feel proud of schools sporting achievements.</p>	<p>across the school</p> <ul style="list-style-type: none"> <li>• PE lead to complete lunchtime duty in KS2 to referee games</li> <li>• PE lead to lead sports ambassadors</li> <li>• PE team to work as part of the health and well-being team.</li> <li>• School will enter, as many competition as possible, to add trophies to the cabinet.</li> </ul>
<p>The expectations for the quality of education in physical education are the same as all other subjects at Longmeadow.</p>	<ul style="list-style-type: none"> <li>• PE teacher attends all staff meetings</li> <li>• PE teacher has regular lesson reviews</li> <li>• PE teacher involved in development and review meetings</li> <li>• PE teacher involved in coaching from AHT (LG) (previous Head of PE at all through academy)</li> <li>• Health and Well Being Team (including PE Teacher) have ownership and autonomy over the action plan and strategy and can articulate the aims of the plan</li> <li>• Health and Well-Being Team (including PE Teacher) complete termly review of the strategy to ensure high expectations</li> </ul>	<p>£5000</p>	<p>Staff meeting, every Tuesday (3.30pm).</p> <p>PE teacher meets AHT (LG) once a week, for 1 hour coaching and mentoring session.</p> <p>PE teacher meet with health and well-being team at the end of term.</p> <p>OUTCOME-teachers should have an open mind, positive attitude and willingness to modify and adapt learning, teaching and assessment strategies and practices towards PE.</p>	<ul style="list-style-type: none"> <li>• PE lead to continue to attend all staff meetings</li> <li>• PE lead to conduct a team teaching session during a staff meeting, to ensure all staff feel confident to lead a high quality PE lesson.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			25%	
INTENT	IMPLEMENTATION		IMPACT	
<i>Focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p><b>All teachers have skills, knowledge and confidence to teach staff Physical Education at primary level, including the sequence of learning</b></p>	<ul style="list-style-type: none"> <li>PE Teacher to plan and where possible team teach lessons</li> <li>Teachers to attend SSF events and observe coaches teaching sessions while teachers support</li> <li>PE Teacher to run INSET and CPD relating to expectations and understanding of physical education</li> <li>Staff to engage in twilight training offered by SSF</li> <li>PE Teacher to work alongside inclusion specialist at SSF to allow all children to access physical education</li> <li>Staff encouraged to develop their own interests and expertise in individual sports to share across school</li> <li>Develop the use of disciplinary teaching of PE, including the use of technical vocabulary</li> </ul>	£6,400	<p>PE teacher organised outdoor team teaching via Tri Golf. A member of the SSF team joined the training session. Modelled various SEND inclusion strategies and teaching techniques, which boosted the morale of teachers, improve their confidence, and provide the catalyst for a positive PE lesson.</p> <p>All mid-term PE plans include a list of key vocabulary. Teachers can now use terminology in the correct contents.</p>	<ul style="list-style-type: none"> <li>On-going monitoring of PE, in order maintain and to further raise standards.</li> <li>Gather staff voice. Ensure all staff have access to professional support and training opportunities as needed.</li> <li>Carry out 'deep dive' into PE to ensure high standards of provision are maintained.</li> </ul>
<p><b>All teaching staff will engage in Stevenage Sporting Futures</b></p>	<ul style="list-style-type: none"> <li>All teaching staff encouraged to begin to liaise with the SSF team</li> <li>Teaching staff encouraged to begin to arrange participation in events</li> <li>Teaching staff encouraged to attend SSF training and twilights to support their knowledge</li> <li>Develop a program of peer to peer support (under the school's developing coaching model) with an ethos on collaboration</li> </ul>	£1000	<p>Teaching staff encouraged to access the SSF website for addition PE resources/idea's or guidance.</p> <p>Utilise support from SSF to achieve School Games Mark</p>	<ul style="list-style-type: none"> <li>Increased of sports knowledge across all teaching and support staff across the school, to help develop PE lessons' lunchtime provision and club provision.</li> <li>Liaison with Adam Baker (SSF Project Co-Ordinate) to outline targets to achieve.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
INTENT	IMPLEMENTATION		IMPACT	
<i>Focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<b>Ensure pupils experience a broad range of sports and activities allowing them to find positive experiences in physical education and school sports</b>	<ul style="list-style-type: none"> <li>• Range of breakfast, lunchtime and after school clubs run which are open to a range of year groups.</li> <li>• A range of different sporting events attended both through competitive events and festivals styles presentations to engage pupils in a wide variety of sports</li> <li>• Evaluate and develop the range of sporting clubs provided to children</li> <li>• Develop links with outside providers to run a varied program of alternative sports that the school may not have equipment to offer</li> </ul>	£5500	<p>Pupils are now more active during PE lesson and lunchtimes after been exposed to a wider range of activities.</p> <p>Pupils exercise more and are more confident to try a wider range of sports. PE teacher made contact with Stevenage Football Club, Stevenage Rugby Club and local cricket club to arrange visits to the school, once Covid guidance allows.</p>	<ul style="list-style-type: none"> <li>• Behaviour incidents decrease when children are engaged in sporting activities. PE lead to upskill/team teach MSA staff during lunch breaks to further engage more children.</li> <li>• Continue to arrange visits from local sporting clubs throughout the year.</li> </ul>
<b>Increase children's knowledge of sport</b>	<ul style="list-style-type: none"> <li>• Encourage staff to study sportsmen/women as people of significance / positive role models</li> <li>• Invite sporting role models into the school as visitors</li> <li>• Arrange school trips to sporting venues locally and further afield for cultural capital in relation to sport</li> </ul>	£0	<p>During black history month (October), teachers celebrated some of the major achievements of black sportsmen and sportswomen, past and present.</p>	<ul style="list-style-type: none"> <li>• Teachers to encourage children to research and watch major local and global sporting events (2022 Birmingham Commonwealth Games- Qatar World Cup 2022 etc.)</li> <li>• Re arrange trip to visit Stevenage FC.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
INTENT	IMPLEMENTATION		IMPACT	
<i>Focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<b>To ensure every pupil has the opportunity participate in competitive sports</b>	<ul style="list-style-type: none"> <li>• Ensure adapted opportunities for competitive sport are offered for vulnerable pupils as necessary</li> <li>• Engage Longmeadow school Sports Ambassadors in key stage (LKS2) inter school sport competitions</li> <li>• Engage sports ambassadors / leaders from other schools to support with events (particularly transitioning secondary school i.e. Barnwell).</li> <li>• School Sports day to include all pupils with inclusion team involved in planning participation</li> <li>• Continue to develop B Team provision across the school</li> <li>• Introduce Y4 teams across the school</li> <li>• Stevenage Sporting Futures events utilised to target those pupils who may be otherwise reluctant to engage in competitive sports</li> <li>• Clubs to contain a competitive element to ensure all children experience this (i.e. ping pong tournament)</li> </ul>	£2000	<p>Before sports day, teachers evaluated the each child’s sporting ability level.</p> <p>Due to COVID 19 restrictions, inter competitions did not take place.</p> <p>School inclusion team and teaching staff met with PE lead to plan events, time schedules, and staffing for Sports Day.</p> <p>PE lead to identify suitable sports to encourage children to enjoy and compete in sports on a regular basis.</p>	<ul style="list-style-type: none"> <li>• Each event involved children competing against other children of a simulate ability, resulting in children feeling fully included in each event.</li> <li>• Inclusion team and teaching staff felt valued and upskilled. This will help develop skills for planning future activities or clubs.</li> <li>• Assess the updated SSF calendar (2020/21) for relevant sporting events.</li> </ul>

**Total Spending: £29,900**

*Longmeadow Primary School places a high emphasis on the profile of Physical Education, School Sport and Physical Activity (PESSPA) and spends over its Sports Premium Allocation. This is due to pupil and parental voice stating this as something they value at the school. Strong provision ensures that the money has a good impact and so the school will continue to allocate money to this area while budgets permit.*

Begun / completed in the Autumn Term

Begun / completed in the Spring Term

Begun / completed in the Summer Term

Delayed due to COVID-19

SIGNED OFF BY	
Head Teacher:	Emily Howley
Date:	22 <sup>nd</sup> July 2021
Subject Leader:	Anthony Howley
Date:	20 <sup>th</sup> July 2020
Governor:	Gemma Bell
Date:	22 <sup>nd</sup> July 2021