

Sports Premium strategy statement: Longmeadow Primary School

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

Key achievements to date until January 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Weekly PE challenge set by the PE Teacher through remote learning during the COVID 19 pandemic, to cover core knowledge and skills • Daily exercise created to replace the daily mile. Planning and implementation modelled by the PE Teacher to support and encourage daily physical exercise for children. • Evidence of teachers adapting PE lessons for SEND pupils following cascading of knowledge from PE Teacher. • Inter key stage competitions created as part of remote learning at Longmeadow to encourage engagement and physical activity and raise the profile of PE. • PE Teacher appointed instead of Sports Coach to continue to promote sport across the school • Key vocabulary mapped to mid-term PE planning to support with disciplinary teaching of PE by all staff from September 2020. • New PE Teacher won Stevenage Sporting Futures (SSF) ‘Couldn’t Do Sport Without’ award July 2020 • UKS2 boys football team reached semi-final of the Stevenage 5 aside football cup, losing in a sudden death penalty shoot out • School has offered a wider diet of extra-curricular clubs to children, further exposing them to a range of sports • Introduction of b-teams across the school to increase the proportions of SEN children accessing sports • Vulnerable pupils prioritised for specific SSF festivals that matched their needs • Boys football and girls netball engaged in all planned matches prior to COVID-19 • Parental engagement in extra-curricular clubs increased • Two children from Year 6 were selected for the district football team 	<ul style="list-style-type: none"> • Review Stevenage Sporting Futures Offer and plan how staff can be involved and upskilled by this, including remotely during the pandemic. • Begin to plan sports day supporting different scenarios (i.e. social distancing, remotely etc) • Send daily exercise planning to parents during remote learning to encourage parental engagement and participation whilst schools are closed for most children. • To carefully monitor the return of children following the COVID-19 school closures with a focus on health and well-being including fitness. • To exploit the social benefits of sport to support pupils emotional and social well-being on return to school following COVID-19. • 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 • PE teacher to engage with ways to offer fixtures and events for competitive sport, despite social distancing and protective bubble restrictions. • Liaison with external agencies to support pupils with additional needs • To continue to work towards Gold Mark for Longmeadow School. • To expand the pilot of the Y3 inter-school competition to run across LKS2, organised by the Sports Ambassadors. • Implement PE journals in classes to gather evidence of skills and knowledge in PE, including the sequence of learning. • Develop the use of disciplinary teaching in PE, including the use of technical vocabulary

<ul style="list-style-type: none"> • New PE teacher built excellent relationships to support sport in the local area • 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>) • 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 2020-2021. • Sports Ambassadors were runners up in Sports Ambassadors of the year July 2020. • 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. • School blog started and regularly added to for sports, increasing parental engagement • School Sports Ambassadors engaged in regular meetings, including keeping minutes. • 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. • Sports Ambassadors successfully ran a PE Lesson for Y4, under the supervision of the PE Teacher • Sport Ambassadors produced the sports display board in the school 	
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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>	25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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?	No

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: 2019/20		Total fund allocated: £		Date Updated:	
Key indicator 1: The engagement of all 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: 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>
All children engage in daily activity	<ul style="list-style-type: none"> Embed the 'daily exercise' at Longmeadow, including a range of different approaches to being active. 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) Health and Well-Being Team (including PE Teacher) monitor the impact of the 'daily exercise' 		£5,000	<ul style="list-style-type: none"> 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. Pupil voice completed on the impact of the daily exercise 	<ul style="list-style-type: none"> Evaluate pupil voice on daily exercise and implement feedback Complete staff voice on daily exercise Send daily exercise template as part of remote learning to encourage daily exercise at home and support parental engagement with this
Vulnerable pupils receive adaptations to the curriculum to allow them to access PE lessons	<ul style="list-style-type: none"> Liaison with external agencies to support pupils with additional needs 		£500 (from SSF allocation)	<ul style="list-style-type: none"> Evidence of teachers successfully adapting PE lessons following cascading of knowledge from PE Teacher. Staff training cancelled due to National lockdown. 	<ul style="list-style-type: none"> AH to liaise with SSF and their inclusion specialist re: MSTeams meeting Look into staff training re: inclusion in PE
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>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>Pupils show passion for physical activity and discuss this positively</p>	<ul style="list-style-type: none"> Buy school sports kits when the school is involved in sports matches Encourage staff and parental engagement in school fixtures PE teacher to engage with ways to offer fixtures and events for competitive sport, despite social distancing and protective bubble restrictions. 	<p>£1500</p>	<p>Vandapump 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>	<ul style="list-style-type: none"> AH / SF to actively source netball kits through sponsorship AH to support staff to continue to engage with events through SSF
<p>School Sport has a raised profile at Longmeadow</p>	<ul style="list-style-type: none"> PE teacher employed by the school Health and well-being team created Membership to Stevenage Sporting Futures (SSF) Activities participation in SSF events and training Sports blog active and in use –replaced by social media Sports board updated regularly Sports Ambassadors in school External competitions promoted and attended (including leagues) School trophy cabinet in front reception and certificates displayed on walls Children’s physical and sporting achievements celebrated at school during assemblies 	<p>£3000</p>	<p>Since employing a PE teacher and creating a health and well-being team, Longmeadow offer a comprehensive competition and festival calendar.</p> <p>SSF provide inter and intra school competitions, staff CPD, Educational Health related Physical activity support.</p> <p>Sports board updated 4th September</p> <p>New trophy cabinet on display in the school main entrance. Children, parents and staff feel proud of schools sporting achievements.</p>	<ul style="list-style-type: none"> SLT member allocated as Head of Health and Well Being Team Update sports board with inter key stage competition results from remote learning for when children return to school Blogs replaced by social media – AH liaise with SF regularly

<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"> • PE teacher attends all staff meetings • PE teacher has regular lesson reviews • PE teacher involved in development and review meetings • PE teacher involved in coaching from AHT (LG) (previous Head of PE at all through academy) • 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 • Health and Well-Being Team (including PE Teacher) complete termly review of the strategy to ensure high expectations 	<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"> • AH to continue to be coached by LG • Lesson review of AH to occur when national lock down lifted • Health and well being team to complete termly review for curriculum leadership
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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>
All teachers have skills, knowledge and confidence to teach staff Physical Education at primary level, including the sequence of learning	<ul style="list-style-type: none"> PE Teacher to plan and where possible team teach lessons Teachers to attend SSF events and observe coaches teaching sessions while teachers support PE Teacher to run INSET and CPD relating to expectations and understanding of physical education Staff to engage in twilight training offered by SSF PE Teacher to work alongside inclusion specialist at SSF to allow all children to access physical education Staff encouraged to develop their own interests and expertise in individual sports to share across school Develop the use of disciplinary teaching of PE, including the use of technical vocabulary 	£6,400	<ul style="list-style-type: none"> PE teacher provided sample planning in Autumn 1. PE teacher presented expectations for quality of education in PE at Longmeadow at Curriculum Leaders roadshow (September 2020). Team teaching scheduled Tuesday 11th January. Will be rescheduled when National lockdown is lifted. All mid-term PE plans include a list of key vocabulary. Teachers can now use terminology in the correct contents. 	<ul style="list-style-type: none"> Re-arrange staff PDM and team teaching when children return to school Arrange MSTEams meeting with inclusion specialist at SSF
All teaching staff will engage in Stevenage Sporting Futures	<ul style="list-style-type: none"> All teaching staff encouraged to begin to liaise with the SSF team Teaching staff encouraged to begin to arrange participation in events Teaching staff encouraged to attend SSF training and twilights to support their knowledge Develop a program of peer to peer support (under the school's developing coaching model) with an ethos on 	£1000	<ul style="list-style-type: none"> PE challenges sent by SSF are personalised for Longmeadow by PE teacher and sent out to children as part of remote learning 	<ul style="list-style-type: none"> AH to review strategy offered remotely by SSF and analyse how staff can be involved in and upskilled by this

	collaboration			
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>
Ensure pupils experience a broad range of sports and activities allowing them to find positive experiences in physical education and school sports	<ul style="list-style-type: none"> • Range of breakfast, lunchtime and after school clubs run which are open to a range of year groups. • A range of different sporting events attended both through competitive events and festivals styles presentations to engage pupils in a wide variety of sports • Evaluate and develop the range of sporting clubs provided to children • Develop links with outside providers to run a varied program of alternative sports that the school may not have equipment to offer 	£5500	<ul style="list-style-type: none"> • Heavily impact by the restrictions of the pandemic and crossing of class bubbles 	<ul style="list-style-type: none"> • Review when children return to school in line with school risk assessments
Increase children's knowledge of sport	<ul style="list-style-type: none"> • Encourage staff to study sportsmen/women as people of significance / positive role models • Invite sporting role models into the school as visitors • Arrange school trips to sporting venues locally and further afield for cultural capital in relation to sport • Further develop relationships with local clubs and professions to offer 	£0	<ul style="list-style-type: none"> • During black history month (October), teachers celebrated some of the major achievements of black sportsmen and sportswomen, past and present. 	<ul style="list-style-type: none"> • Review when children return to school in line with school risk assessments

	expert advice and tuition from specialists			
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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>
To ensure every pupil has the opportunity participate in competitive sports	<ul style="list-style-type: none"> • Ensure adapted opportunities for competitive sport are offered for vulnerable pupils as necessary • Engage Longmeadow school Sports Ambassadors in key stage (LKS2) inter school sport competitions • Engage sports ambassadors / leaders from other schools to support with events (particularly transitioning secondary school i.e. Barnwell). • School Sports day to include all pupils with inclusion team involved in planning participation • Continue to develop B Team provision across the school • Introduce Y4 teams across the school • Stevenage Sporting Futures events utilised to target those pupils who may be otherwise reluctant to engage in competitive sports • Clubs to contain a competitive element to ensure all children experience this (i.e. ping pong tournament) 	£2000	<ul style="list-style-type: none"> • Inter sport school competitions have been run remotely through home learning 	<ul style="list-style-type: none"> • AH to begin to plan sports day with social distancing / bubbles / remote options

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:	17 th September 2020
Subject Leader:	Anthony Howley / Emily Riley
Date:	3 rd February 2021
Governor:	Gemma Bell
Date:	3 rd February 2020