



Sports Premium Strategy Statement

| 1. Summary Information | | | | | |
|------------------------|-------------------------|-----------------------|-----------------------|-----------------------------|---------|
| School | Wood End Primary School | | | | |
| Academic Year | 2020-21 | Sports Premium Budget | £16000 +£10 per pupil | Total Sports Premium Budget | £17,260 |
| Total number of pupils | 126 | | | | |

| 2. Desired Outcomes | | | |
|---------------------|---|---|--|
| | Desired outcomes | How will it be measured | Success Criteria |
| A. | Improve fitness levels for all pupils through participation in fitness activities | <ul style="list-style-type: none"> * Lunchtime participation registers * Club registers * Pupil attitudes in fitness sessions and interviews * Fitness assessment and tracking completed termly | <ul style="list-style-type: none"> * Fitness assessments show children have improved fitness levels measuring speed, stamina and flexibility * Pupils are able to identify the importance of exercise to a healthy lifestyle * Pupil enthusiasm and participation in lessons as evidenced in lesson observations/ learning walk/pupil interview * Sports coaches introduce fitness circuits during lunchtime * Pupils will be active during lunchtime session * Greater range of activities provided * Pupils complete a daily mile |
| B. | Ensure all staff have access to high quality professional development | <ul style="list-style-type: none"> * Tracking and attainment of pupils * Staff questionnaire at the beginning and end of the year * Record of training attended * Impact notes made by staff following training | <ul style="list-style-type: none"> * Staff are confident of expectations which result in increased % of pupils working within ARE * Average progress for pupils will be at least 12 months * Staff understanding of standards result in children working below ARE being identified and targeted * All staff show an increased confidence in delivering PE as evidenced in questionnaires * Staff will be signposted to training linked to their areas of development |
| C. | Enable all pupils to participate in a range of competitive sports | <ul style="list-style-type: none"> * Attendance registers * Competition list * School Games participation | <ul style="list-style-type: none"> * A wider range of BASE (Brilliant Additional School Experiences) will be planned * Participation rates in BASE activities is increased by at least 10% * All pupils will be given the opportunity to attend a sports club during the year. * All PP children will attend a sports club * School will achieve School Games Award |



Sports Premium Strategy Statement

| | | | |
|-----------|---|--|---|
| D. | Create a challenging environment that will enable every child to fulfil their potential | <ul style="list-style-type: none"> * Monitoring attendance at events * Attend competitions that have a pathway to higher level competition | <ul style="list-style-type: none"> * Increased number of events 2019/20 compared to last year * Children with specific talents will be identified and signposted to county trials |
|-----------|---|--|---|

Objective A: Improve fitness levels for all pupils through participation in fitness activities

We aim for all pupils

| Item/ what we are doing | Cost | Evidence | Target group | Outcome |
|--|----------|---|---|--|
| Assess fitness levels of children. Develop and introduce a fitness test to be conducted termly. Develop a tracking grid to record assessments. | £100 | <ul style="list-style-type: none"> - Fitness assessment sheets - Tracking of the results - Pupils identified as less active for additional support | All pupils Identification of less active children | Assessments were planned and started but then disrupted. |
| Use sports coaches to develop fitness activities at lunchtime. | £3,500 | <ul style="list-style-type: none"> - lunchtime participation registers - Tracking of fitness tests | All pupils. Identify and target less active pupils to engage | Coaches continued to support children during lunchtime. The engagement increased to 80% in the targeted classes. |
| Participate in Maths on the Move project | £6,922 | <ul style="list-style-type: none"> - Termly progress data - Lesson observations | Targeted children who are just below ARE in maths or have not made expected progress. | The data showed an improvement for all but one child. The progress for this child was linked to poor attendance. |
| Introduce a breakfast and after school club run by Acti-fit to encourage less active children to participate in physical activity. | As above | <ul style="list-style-type: none"> - attendance register - pupil interview to gauge views of the club | Less active children | The number of children attending the clubs was restricted by the need to maintain class bubbles. Children who attended enjoyed the club. |
| Purchase new resources to improve engagement of less active pupils in physical activity during lunchtime. | £1,000 | <ul style="list-style-type: none"> - minutes from meeting to identify resources needed - register of participation in lunchtime club | Less active children | A selection of equipment was purchased for lunchtime. This encouraged approximately 50% of the less active children to participate. |
| Introduce daily mile. Measure the course to walk. Create record system for children to record laps. | £50 | <ul style="list-style-type: none"> - Record sheets of child participation - GEMS awarded for completion of the mile | All children | Not achieved due to zoning of playground to facilitate socially distance requirements. |

Objective B: Ensure all staff have access to high quality professional development

We aim for all pupils

| Item/ what we are doing | Cost | Evidence | Target group | Outcome |
|---|------|---|--|--|
| Purchase Getset4PE to support teachers in their subject knowledge of PE progression | £660 | <ul style="list-style-type: none"> - Planning - Tracking sheets showing children working at ARE | - All children to ensure teaching is pitched at age related expectations | Planning showed greater understanding of the PE scheme. Teachers reported improved knowledge of progression within a skill in PE |



Sports Premium Strategy Statement

| | | | | |
|--|--|--|---|---|
| Use Maestro to develop accurate tracking of pupils and identify children who are not making expected progress. | 1 x staff meeting to introduce resource £200 Monitoring and support for staff | - tracking evidence - identification of children not making progress | - All teachers | Teachers are now able to assess children at the end of each lesson. Pupils working at ARE are easily identified. |
| Gauge staff confidence and training needs through questionnaire | £100 | - Completed staff questionnaire - Correlated development needs to form training log requirements | Staff teaching or supporting PE lessons | Staff questionnaire completed |
| Signpost teachers to INSET opportunities linked to questionnaire outcomes. | £200 to cover cost of training and cover for class | - Training log - Feedback from staff following training - Lesson observations - Improved confidence when questionnaires repeated at the end of the year | Staff teaching or supporting PE lessons | No training available during this time. |
| Sports coaches to work alongside staff to develop confidence and skills in teaching PE and Sport | £4,600 | - Feedback from staff following training - Lesson observations - Improved confidence when questionnaires repeated at the end of the year | Staff teaching or supporting PE lessons | Sport coaches continued to work in classes and during lockdown periods they produced online video sessions for the different age ranges. This promoted healthy lifestyles at home with positive feedback by children and parents. |

Objective C: Enable all pupils to participate in a range of competitive sports

We aim for all pupils

| Item/ what we are doing | Cost | Evidence | Target group | Outcome |
|--|-------------------|---|--------------|---|
| Top score coaches to deliver sports activities during lunchtime. School council to discuss what different games/activities we would like at lunchtime. | Previously costed | - Participation log - Pupil interviews - School council minutes | All pupils | As above |
| Launch intra school competition with house teams competing at the end of each half term. Pupils to use success criteria to peer assess for competition for gymnastics and dance. Display results on the games board and on school website. | £50 | - Half termly results - Cup to present at the end of the year | All pupils | Pupils took part in class competitions and we had a sports day at the end of the year. Green team won the Intra School Sports trophy. |
| Hold whole school cross country competition. Competition to take place three times during the year. | £100 | - display of results on school games board and website - trophy to be awarded to winning house | All pupils | This did not take place. |



Sports Premium Strategy Statement

| Display results on the games board and on school website. | | - Individual medals for top runner in each year group. | | |
|--|-------------------|--|-------------------------------|--|
| Attend inter school remote competitions. Create a competition calendar. Organise groups for competition and support transport needs. Give each child a certificate of participation for competitions. Award GEMS for representing school at competitions. | £100 | - Competition calendar - Post competition reports from children - Certificates for children GEM awards for participation | All pupils | Children in all classes had the opportunity to take part in a virtual inter school competition. We won a participation trophy as well as bronze, silver and gold certificates for school games competitions. |
| Objective D: Create a challenging environment that will enable every child to fulfil their potential | | | | |
| We aim for all pupils | | | | |
| Item/ what we are doing | Cost | Evidence | Target group | Outcome |
| Ensure challenge in PE lessons using suggestions in Getset4PE Sports coaches to support teachers in identification of children who need support to achieve expectations and pupils who are exceeding expectations | Previously costed | - Differentiation identified in planning - Lesson observations show that differentiation is used effectively to challenge all children to achieve their next step | All children | Children were identified but provision was disrupted. |
| With the support of sports coaches, Identify talented children for competitions. Attend competitions which give the children a pathway to county events. | Previously costed | - attendance register for competition - Record of children moving to other competitions | Gifted and talented in sport. | Competitions were all virtual with no access to county events. |
| Signpost children to county trials organised by the local authority. | | - register of children attending county events. | Gifted and talented in sport. | |
| Celebrate sporting achievements from outside of school in assembly and on the sports display board. Identify pupils who are gifted and talented in sport in their out of school clubs | £50 | - Display of sporting achievements - Attendance at assemblies - Log of gifted and talented in sports. | Gifted and talented in sport. | Sporting achievements continued to be celebrated in assembly and included on the sporting stars display. |