

PE, School Sport and Physical Activity at Lakeside Primary Academy. 2019-2020



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Our Year 3/4 hockey team won the York qualifying round and qualified for the North Yorkshire School Games that were due to be held in July. ● New sports coach appointed to work alongside a new PE lead enabled a bank of fresh ideas and new momentum for the profile of PE within school. ● We created the initiative 'Make March Move' to engage all pupils from all backgrounds in regular physical activity and to create opportunities for children to try a range of different sports. ● 'Dan's Daily Dash' was held throughout March to promote active lifestyles and mental wellbeing with participation throughout the school. ● We celebrated National School sport Week by creating our own challenges based around 'Record Breakers'. The challenges encompassed social distancing requirements and also united children at school and at home with comments and photos shared through our google classrooms. Children commented about how each activity related to sports ; <i>"This (squat challenge) would be great for horse riding because you have to have strong legs when you are riding."</i> Faith Yr 4. ● During lockdown the staff promoted participation in the North Yorkshire School Sport Virtual challenges. 5 children from our school won within their categories. ● Teaching staff in Yrs 1 and 2 (3 classes) have benefited from half a term of CPD for cricket with Chance to Shine, which was met with positive feedback. ● We embraced National Cricket week to unite children at school and at home through practising cricket skills. Staff acted as active role models and also took part in the tasks . The work we did around this was recognised by the charity 'Chance to Shine' who rewarded us with a 	<ul style="list-style-type: none"> ● To identify baseline figures around physical activity and attitudes towards it. ● To establish an assessment procedure to track children's knowledge and understanding of our PE curriculum. ● To offer a broader range of sports and activities offered to pupils. ● To offer CPD to staff to ensure high quality PE is being delivered. ● More competitive opportunities within school (especially for KS1) ● To use outdoor space to its full potential and develop a system for equipment usage in response to new measures and guidance. ● To continue to use social media and online classrooms to engage children and parents with sport, physical activities and wellbeing.

Q&A session with England fast bowler Mark Wood and England female cricket captain Heather Knight. This high profile engagement prompted much interest and many questions about cricket and international sport from the children.	
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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? 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.	65 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48 %
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

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for

Academic Year: 2019/20	Total fund allocated: £18,340	Date Updated: 26/06/20	
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:
			40.67%
Intent	Implementation		Impact
Your school 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Point 1 - To ensure children have age appropriate resources to participate in sport and resources are stored efficiently and effectively for continued use.	Point 1 - PE lead and PE coach to rearrange resources and discard old or broken resources. Identify needs in resources and replenish so that teachers can deliver effective PE lessons. Storage system needed to store new equipment	£2483	Point 1 -There are sufficient resources to deliver sport within school. Resource check completed in April and existing resources replenished and new resources purchased.
Point 2 - To ensure active breaktime and lunchtime opportunities for all children.	Point 2 - Breaktimes and lunchtimes reviewed to allow more opportunities for tailored activities. More outdoor play equipment needed to engage all pupils in physical activity. An outdoor storage system that can be easily accessible for playground leaders and lunchtime supervisors needed to store the equipment.	£1593	Point 2 - Outdoor play equipment purchased during Covid19 pandemic therefore the children are yet to use them.
			Full PE audit to be conducted in coming months and teachers to be reminded of all resources available. In future, any old resources to be discarded and PE lead to be informed
			Point 2 - Play leaders and lunchtime supervisors shown how to use and store equipment to ensure the longevity items purchased

Point 3 - To encourage and educate staff of ways to keep lessons more physically active.	Point 3 - To utilise any opportunities for activity within the classroom teachers need ideas of ways to incorporate activity within their lessons. Ideas were sent to teachers of ways to get started with this. High Intensity Interval Training exercise bands that encourage short bursts of physical activity throughout the day purchased to highlight the need for active times during the day. Skipping ropes purchased for active breaks during the day.	Free £504 £329	Point 3 - Ideas were used by teachers during 'Make March Move' initiative that we set up. Teachers commented that children were more alert and engaged within lessons when learning in an active way. Hiit bands were purchased during Covid19 pandemic and we are yet to see their impact. Teachers commented that children are more alert and refreshed when taken out for a skipping break.	Point 3 - Active lessons need to be used throughout the year therefore systems need to be put in place to ensure this is the case. All classes to be timetabled to use the Hiit bands so teachers can see the need for activity within lessons. To continue skipping active breaks in the future.
Point 4 - Development of early years outdoor area to promote outdoor active learning	Point 4 - Storage shed needed to store outdoor equipment that children can access independently. Active outdoor resources to promote physical development and scaffold learning by working actively outdoors.	£1414	Point 4 - Shed and resources were purchased during Covid19 pandemic and we are yet to see their impact.	Shed will enable children to access outdoor resources independently and lead their own outdoor active learning.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.64%
Intent	Implementation		Impact	
Your school 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 - 'Make March Move' initiative set up to promote sport and physical activity within school and to parents.	<p>Point 1 - We decided to introduce a new/different sport each week throughout March with Sport Relief Week focusing on dance.</p> <p>Total Sports contacted by PE sports coach and Archery sessions for the whole of school arranged.</p> <p>Sports Relief Week used to raise profile of sport and activity. Information pack to be requested and charity sports bands to be purchased.</p> <p>Boxing and fencing workshops to be arranged by PE sports coach.</p>	Free	<p>Archery sessions for the whole school were a great success and very well received by the children.</p> <p>Sports Relief week focused on learning a dance as a whole school and was performed during a wake and shake session that week. We raised a total of £350 from sales of charity wrist bands.</p> <p>Boxing and fencing were also scheduled for 'Make March Move' but could not take place due to the new restrictions put in place for Covid19 pandemic.</p>	<p>To continue to promote activity period within school through these initiatives with the intention of igniting new interest around sport and physical activity.</p> <p>Ipad to be used by used by PE coach for recording sporting achievements.</p>
Point 2 - All staff are encouraged to actively promote physical activity through school Twitter account (and personal accounts that are linked to school)	Point 2 - Inform staff about 'Make March Move' though email and staff meetings. Ask to use #LakePE and #KeepLakesideMoving when Tweeting about physical activity at school.	Free	<p>Point 2 - Emails and messages distributed through staff meetings to promote 'Make March Move.'</p> <p>Dan's Daily Dash, Sports Relief Week, National School Sports Week and National Cricket Week championed by PE lead and PE</p>	

			<p>coach through use of social media.</p> <p>Impetus continued throughout lockdown as we interacted remotely with children through online classrooms and through Twitter promoting the positive benefits of exercise during isolation. PE lead joined all online classrooms to enable us to post directly to children about active challenges and ways to keep fit and healthy.</p> <p>Interaction with North Yorkshire School Games saw children from Lakeside take part in various active challenges, with 5 children and 5 adults from Lakeside gaining winners medals.</p> <p>Chance to Shine cricket charity commended us on our promotion of cricket during National Cricket week through social media and rewarded staff with a year's supply of Yorkshire tea!</p>	
Point 3 - To enable the sports lead to keep promoting and raising the profile of PESSPA across school an ipad would be needed to be used for sporting events. This is also reduces any GDPR issues that could arise.	Point 3 - Ipad to be selected and ordered through vital. Contact school admin to arrange	£410	<p>Point 3 - Ipad was purchased during Covid19 pandemic and we are yet to see their impact.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.98%
Intent	Implementation		Impact	
Your school 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 - To give teachers more experience and confidence to deliver cricket lessons. To purchase new equipment needed to deliver high quality cricket sessions.	Point 1- Contact Chance to Shine Cricket and arrange times when coaches can work alongside staff in delivering lessons. Purchase cricket rebound net.	£150 £396.	Point 1- Chance to Shine cricket coaches delivered lessons alongside class teachers. Pupils now have a better understanding of the game of cricket Children used rebound net and practised catching skills	Our aim is that staff feel more comfortable teaching cricket through this CPD opportunity and as a result are comfortable delivering high quality PE.
Point 2 - During PE resource check many resources were found to be broken. New resources needed.	Point 2- PE lead and PE coach to get rid of broken resources and replenish with new. Storage system needed to store more equipment.	(Cost accounted for within 'Key Indicator 1')	Point 2 - new resources purchased during Covid19 pandemic and we are yet to see their impact.	New resources are intended to boost confidence within teachers when teaching PE (ie they know they have a full class set or they will try a different sport with their class)
Point 3 - To give teachers the option to teach 'different' sports.	Point 3 - PE coach to contact Total Sports and arrange archery session for whole staff.	Free	Point 3 - All staff received an archery session by total sports. Archery sets then requested by staff to enable them to teach archery in the future.	Archery sets purchased after positive response from staff (cost accounted for in Key Indicator 4)
Point 4 - To give staff the opportunity for more CPD and share knowledge learnt with other members of staff.	Point 4 - Sports coach to complete Level 5 training.	£ 1,250	Point 4 - Course was due to start just as we went into lockdown.	Sports coach to share good practise learnt from training with other members of staff.

Point 5 - To ensure high quality PE is delivered throughout the year and that PE lead and PE coach are kept updated with current guidelines and necessary information.	Point 5 - Contact Ebor sports lead and arrange meeting. Attend PE network meetings	£1000	Ebor sports lead spent whole morning with PE lead and coach. Future visions for PE and sport at Lakeside established as well as development points for moving PE forward.	To continue to attend network meetings to discuss good practise. Invite Ebor PE lead into school in future to monitor progress of plans made.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16.76%
Intent	Implementation		Impact	
Your school 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 -To offer boxing as a different sport for the children to try within school. Boxing selected to engage vulnerable pupils and pupils who would benefit from accessing an activity that requires strength and power and appeals to their interests, boxing gloves and jab pads were purchased.	Point 1 - Conversations with SENCO to confirm the benefits of this with vulnerable groups. Shop around online and get best quotes. Office purchase equipment once the final quote has been agreed. Sports coach to contact Legions Gym to arrange taster sessions and possibility of running after school club.	£360	Point 1 - Boxing equipment used on a one-to-one basis with key children (primarily SEN) with positive feedback from ELSA staff member. Due to boxing exercises implemented at right times, potential incidents have been adverted. Due to covid19 pandemic taster sessions and after school clubs were unable to take place.	To make more staff aware of the benefits of boxing as an active release for certain groups of children. To target groups of children who display low levels of physical activity but show interest in this sport. In contact with Legions Gym to rearrange taster sessions and after school boxing club.
Point 2 - Archery selected as a sport to offer children the chance to try	Point 2 - PE coach to contact Total Sport to deliver sessions to whole of school. Purchase archery sets	Free £670	Point 2 - After positive feedback from staff and children regarding archery sessions. Archery kits to be purchased.	Archery kits purchased during Covid19 pandemic and we are yet to see their impact.
Point 3 - Baseball selected as a sport to offer children the chance to try.	Point 3 - Baseball sets to be selected and purchased by PE coach	£950	Point 3 - Baseball sets purchased just before Covid19 pandemic and we are yet to see their impact.	
Point 4 - To offer a range of different physical activities to the children with the intention of hooking interests.	Point 4 - Contact circus skills and olympic workshop to deliver taster sessions throughout school.	£625	Point 4 - Circus skills was well received by staff and children. Staff commented that the hook helped children engage in topic.	To consider using further active workshops to engage children with learning.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21.95%
Intent	Implementation		Impact	
Your school 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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Point 1 - To give more children the opportunity to feel proud by representing their school.	Point 1 - PE coach to source and purchase team kit with Lakeside logo on. A range of sizes needed.	£621	Point 1 - Team kits purchased during Covid19 pandemic and we are yet to see their impact.	Team kits to be used when representing the school at competitive events, so children feel part of a team and proud to represent their school.
Point 2 - Noted that children were forgetting PE kits and children were not dressed appropriately for PE lessons.	Point 2 - Some plimsolls purchased as spares. Every child in school given a coloured PE t-shirt (colour of their house)	£36 £334	Point 2 - More children taking part in PE as footwear can be provided. Children look smarter and dressed practically for PE lessons. Colour also help with team games when splitting up.	T-shirts to be monitored and parents given opportunity to purchased new t-shirt if provided one gets lost.
Point 3 - To take part in a range of sports against other schools.	Point 3 - Buy in to York School Sport Partnership to compete with other schools for a variety of sports.	£422	Point 3- Children compete against other schools within York with chance to progress to area finals. Year 3/4 hockey team qualified for the North Yorkshire School Games due to be held in July.	Continue to be part of York School Sport Partnership with opportunities to compete against other schools within York
Point 4 - To continue competitive sport during lockdown.	Point 4 - PE lead and PE coach to promote North Yorkshire School Games Virtual challenges during lockdown by disseminating information and being active role models.	Free	Point 4 - Participation of North Yorkshire Virtual School Games saw children from Lakeside take part in various competitive challenges, with 5 children and 5 adults from Lakeside gaining winners medals.	To continue to promote virtual competitions whilst current restrictions dictate.

Point 5 - To provide after school clubs and attend sports fixtures.	Point 5 - Sports coach paid to run after school clubs and attend sporting fixtures after school.	£2000	Point 5- After schools clubs have provided more children with competitive opportunities. Year 3/4 hockey team have qualified for the North Yorkshire School Games.	Continue to offer a range of after school clubs and attend fixtures throughout the year.
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Signed off by	
Head Teacher:	Helen Hayes-Smith
Date:	16/07/2020
Subject Leader:	Jenni Hadfield
Date:	26/06/20
Governor:	Mike Coles
Date:	16/07/2020