



Lanesfield Primary School Sports Premium Funding 2021 - 2022



J Cotham

To create a school with a unique atmosphere and endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation.

At Lanesfield Primary School, we want to support our children to lead healthy and active lives. Through the teaching of PE, Science and PSHE we aim to support our children's health and wellbeing. Through our curriculum, the school day and extra-curricular activities our aim is to allow children to experience a range of physical activities, and a broad opportunity of sports and competition.

The Primary Physical Education and School Sport Funding allows us to continually develop teaching knowledge and improve experiences for our children. The funding we receive allows us to employ a physical education teacher who can lead and work with staff members to up skill their delivery of Physical Education. The funding also allows us to have the use of minibus, which facilitates our ability to attend School Games events and swimming lessons. Extra-curricular provision is supported by the PE Premium by employing coaches from Wolverhampton Wanderers and Chance to Shine.

Our aims for PE and sport at Lanesfield:

- Improve the facilities (including equipment) to support the development of the PE Curriculum and School Sport
- To develop a curriculum allowing many physical and sporting opportunities
- To raise the profile of PE and improve understanding of maintaining a healthy active lifestyle
- To allow all teachers to have the confidence and knowledge to support PE, physical activity and sport
- To work with teachers across the whole school to support their delivery of PE

Academic Year Commencing September 2021	
Pupils Covered by Premium (as per Jan 21 census)	261 children
Amount of PE and Sports Funding per pupil	£10 per pupil
	£16,000
Estimated funding allocation 2021- 2022	£18,610 - actual £18634

Lanesfield proposed academic year spending
September 2021 to July 2022

Target/Objectives	Task/Action (What activities will bring about this improvement)	Lead person	(Who will do what)	Timescale (When will each action happen and when will it be completed)	Resources (time/cost/source)	Monitoring (What evidence will be gathered, by whom/when)	Evaluation (Impact)
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<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Percentage of Funding Spent on Key Indicator 1: 6%</p>
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<p>To increase physical activity at lunchtimes throughout the school.</p>	<p>Identify 10 children (sports leaders) who are good leaders and who would be able to lead small sided games. Children to then go on a course through Wider Curriculum to understand leadership skills and games and activities that can be completed in school.</p>	JC	<p>JC to target the children who would be good leaders Organise a suitable date for the leadership training</p>	<p>Children undertook training November 2021 The started delivering on the playground in December 2021</p>	<p>Sports Leader - activity training £1,100 Equipment resourced for the children. Allocated timetable for the children to come our of lessons to deliver activities to KS1</p>	<p>JC to oversee how they interact with the children on the playground. JC to have half-termly meetings to support the sports leaders. Summer Term will work with sports leaders to support Sports Day will allow the children to support all year groups in a leadership capacity. Oversee what the children use the most in their class equipment box and monitor any increase in activity outside.</p>	<p>The sports leaders have taken on their roles very successfully. They have stuck to their timetable and have worked with many of the younger children. This year changed to boxes for each key stage, it has been noted that this has increased the amount of equipment broken/lost. Next year work back to class boxes and come up with charter to look after equipment. The staggered break times are supporting the children and the space they can be active in so there is more opportunity for physical activity.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of Funding Spent on Key Indicator 2:
8%

Increase the amount of children who can swim 25m at the end of year 6	Booster swimming sessions, JC to identify the children who have not achieved the 25m during year 3 swimming lessons. JC and ZR to work with local swimming pool to find a slot for an additional swimming for year 6 children	JC ZR	ZR to work with ongoing contact at The Royal School JC to find alternative venue and identify groups of children Find if any teachers would be interested in completing swimming instructor course.	Year 6 children will have booster swimming for the whole of year 6. Each week a class will go.	The Royal School as a swim facility, teachers and lifeguards. Use of minibuses to transport for swimming Swimming costs for year 6 are the following £16 per teacher £9.50 per lifeguard Pool Hire £90 For 30 weeks of the year £1500	Children will be assessed at the end of each term. Swimming data will be presented online before July 31 st JC to have conversations with TCC who is delivering swimming and keep in contact with The Royal Swimming Teachers to support the development of children.	Year 6 children have completed 3 terms of swimming. This has allowed more children to achieve swimming 25m unaided. We have a group of 55 year 6s. In Year 3 5% completed 25m In Year 6 XX% have been able to complete 25m unaided.
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<p>Increase in children's physical activity to and from school</p>	<p>Work with Walk to School company to support using the Walk to School portal to track the children's activity to school.</p> <p>Funding is available through the council so we do not need to use PE Premium this year.</p>	<p>JC</p>	<p>JC to publicise through an assembly and through school facebook and newsletters</p>	<p>Each class to record their activity to school each morning.</p> <p>JC to give out badges to those children who have walked, cycled, park and strode to school at least once a week for a month.</p>	<p>Assembly to take place Publicised on school websites and social media</p> <p>JC to track the children being active to school.</p> <p>Use sports leaders to issue badges to those children who are completing active travel.</p>	<p>JC to monitor on the Walk to School portal how many children are being active.</p> <p>Identify any classes who are particularly good also note the classes that have lower amounts of active travel.</p>	<p>The travel tracker has highlighted the children who are active, it has also highlighted which classes are not tracking/monitoring how they get to school.</p> <p>As a school we have completed 9851 active journeys which equates to 70% of our reported journeys are active.</p> <p>However our engagement is at 42% which highlights some active journeys are not always being recorded.</p> <p>46% walk whilst only 1% cycle/ scooter this is an area that we as a school should try to increase.</p>

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Increase in children's physical activity to and from school	Bikeability group to come in and deliver Level 1 and Level 2 bike skills.	JC	<p>Letters to be given to year 4 and 6 children</p> <p>Identify where the children will complete the course on the playground/road</p>	Children to complete the training in March.	<p>Area and member of staff to support the bike ability instructors.</p> <p>This was run by the council as a free service.</p>	<p>JC to monitor if it has impacted the number of children attending school on their bike.</p> <p>Identify percentage of children that attended bike ability and identify limiting factors for children who did not attend.</p>	<p>JC identified more children were coming to school on their bikes after the training.</p> <p>JC identified that if the training was completed earlier in the year would the children have started cycling school in the Autumn rather than Spring Term.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of Funding Spent on Key Indicator 3: 36%
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Improving teacher confidence in delivery of PE and their understanding of the different areas of PE.	JC to work with a teacher across each key stage throughout the whole year to support their understanding of PE and how to plan, deliver and assess	JC	JC will work with ZR to support a timetable to allow for team teaching JC to identify teachers to work with.	September 2021 through to July 2022	PE Lead £6,000 Develop a document to map development and key areas for the teachers to reflect on.	JC to work with teachers on a range of areas of the curriculum. Completing a mixture of JC delivery, team delivery and class teacher independent delivery. JC to discuss with the teachers the planning that they do and adapt to support the flow of a lesson.	JC has worked with 4 teachers for the whole year. Each teacher has been able to observe and deliver PE. Throughout the year teacher confidence has grown. JC has noted that teacher knowledge is sometimes the limiting factor. Teachers can deliver the lesson; however, the lack of subject knowledge can be a limiting factor. This is an area JC has worked with teachers when delivering the different areas.
To improve assessment and identify how to capture the children's learning	Research how schools assess and record progress in PE	JC	JC to identify resources to support assessment	Use the Active Black Country Conference to speak and have a go at the trials offered to see what would work best for Lanesfield	PE Passport JC completed a trial and was impressed by the app. £800 for the school year	JC to start using Summer 2 to support the best way to use the app in school and how to map children's assessment. The app has planning and lots of resources to support delivery of PE. This can allow to support the 1 ½ form	JC can oversee all children's progression in PE, teachers can all access the app on their Ipad for instant lessons. There are a range of videos and diagrams through the app to support delivery. JC has already generated many units of work, these can be added in as

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						entry planning.	resources to support the curriculum. The impact will be seen across the next year using the assessment and tracking tools to support the children.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of Funding Spent on Key Indicator 4: 35%
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Children to have a range of School Sport Experiences: Football	JC and ZR to communicate with the Wolves coaching programme to support teacher delivery and engage with children to support lunchtime activities	JC GW ZR	JC to discuss with coaches what is required from them and how to support	Discussion with GW September 2021 Review Dec 2021 Review April 2022	£5000 Wolverhampton Wanderers	JC to monitor behaviour at lunchtimes. Wolves coaches to support Year 6 behaviour at lunchtimes by providing structured activities.	Wolves coaches created good rapport with the children and supported delivery of PE. Wolves coaches have delivered extra-curricular opportunities to the children. JC has identified that this is a large proportion of the PE Premium budget and will be identifying what is the best use of the funds moving forward. Wolves coaches delivery of after school clubs is important but JC needs to look at the range of opportunities on offer.
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Year 6 to attend a Supping Day at Chelmarsh reservoir	Identify costing implications of Chelmarsh for instructors and hire of equipment.	FS ZR JS TCC	TCC to sort dates and costings to establish free experience for year 6s.	May 2022 towards the end of swimming lessons. Allows children to use water confidence in real life experience.	Hosted by a charity, no cost for the school.	Children to feedback on trip and what different activities they have been able to complete.	Going to Chelmarsh was a new experience for the children many children had never been on open water. This opportunity showed the children what other physical activity opportunities there are not just specific sports. The swimming lessons throughout the year allowed the children to enjoy the experience rather than be scared of the water. Through the activities water safety was also highlighted and children learnt lifesaving skills if they or someone else was ever in danger in open water.
Understanding of a historic event and inspire to take up a new sport	JC apply for Wimbledon ballot tickets to take 8 children to Wimbledon	JC	JC to enter ballot and create a competition to see which year 4 and 5 children will attend	Enter the ballot in January through schools portal Tickets received in May	Cost per ticket £42 50% normal price for Court 1 on day 2 10 tickets + travel £800	JC identifying children from year 4 and 5 who will continue to be at the school in the next few years. Note their participation in school activities and the impact.	The experience is a once in a lifetime and will support their understanding of the history of the sport in this country.

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Broaden the different activities we have as extra-curricular provision	To engage with locally run clubs to see what they can offer in school	JC DM	Dm to email availability to Top Hat to source when they can facilitate a club	Clubs to resume Oct 2021 One club Oct/Nov 2021 Another Feb/March	£576 for the afterschool club Find an area for the club and make sure the club is full for children to attend.	Keep registers to record who has gone to the clubs and fill spaces if anyone is not attending.	The children will have experienced a different type of club that offers dance and drama games that they may not have experienced outside of school.

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Key Indicator 5: Increased participation in competitive sport

Percentage of Funding Spent on Key Indicator 5:
15%

To support travel to sporting events	School to use funding to support a minibus.	ZR SCM	ZR to make sure allocated funding supports the provision of the minibus	Two minibuses available from September 2021	£2500	Minibus to be used to attend sporting events and swimming lessons	The minibus allows transport to and from swimming - this allows maximum swimming time and costs to be reduced rather than hiring coaches. Allows us to travel to sporting events, this year we have travelled to football, netball, athletics ,hockey events.
To increase the house system profile	To increase the profile of the house system throughout school through house competitions.	JC	JC to look into an online house point system JC to look at buying a house cup/ sports day trophies	House point system to support collation of house points from sporting competitions.	£350	Planned in house competitions to support competitive element to of the house system. Also engage with the children wearing house coloured tops. The use of the house point system allows all classes to see the house point board all the time and creates a stronger ethos through school.	The visual allows the children to have a visual of what they are working towards and work collaboratively with their house and children in their house. The school games values are used throughout house competitions to focus the children's attention on all areas of a house competition.

Action Plan 2021 - 2022 Review

Key Indicator	Intent	Achievements
<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>2022 achieved</p> <ul style="list-style-type: none"> - To improve physical activity at lunchtimes and playtimes with the use of Chance to Shine, Wolves Foundation and CPD with learning support - To increase walking/cycling to school - Increase active learning in lessons, JC to lead a CPD - To sustain increased amount of breaktimes 	<ul style="list-style-type: none"> - The use of sports leaders has supported the children in lower key stages to be more active at breaktimes. It has supported the interaction and knowledge of games KS1 children know. - The use of Chance to Shine and Wolves coaches has allowed for set activities at lunchtimes when the coaches have been in school to allow children to play structured games there has been rotation each week to allow for as many children to participate as possible. - The Walk to School travel tracker has identified areas as a school which we can improve but has also highlighted that the majority of children do walk to school, however also highlighted we could support more children cycling to school. - The breaktimes that we increased due to Covid-19 have remained and the children all have at least 60 minutes of breaktimes throughout the day.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> - Increase amount of sporting competitions attended - Increase amount of house competitions - Improve School Swimming Levels with year 6 booster lessons - Whole Year Swimming Year 3 - Athlete visits / National school sports week/ identify sporting calendar 	<ul style="list-style-type: none"> - We have resumed taking part in inter-school competitions. We have entered the football and netball leagues, entered the hockey, indoor athletics and School Community Games Events. In the football and netball leagues many teams withdrew, hopefully going forward we will be able to compete in more games. Due to minibuses being used for at home transport that has sometimes been an issue affecting participation as we cannot attend a fixture due to time logistics. - Throughout the terms we have continued to complete house competitions across Key Stage 2. - Year6 children have completed 3 terms of swimming lessons this has improved the percentage of children able to swim 25m by the end of year 6. 5% of the current cohort of year 6 could swim 25m at the end of year 3. - Through the commonwealth games we had Perry the commonwealth games mascot come into school to explain to the children about the commonwealth games and how they can access the games that is on there doorstep.

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> - Increase teachers CPD: Swimming - Team teaching across all areas of the PE curriculum - Teacher and Learning support CPD - Increase PE lead CPD: Dance, Gymnastics, 	<ul style="list-style-type: none"> - This year there has been team teaching with one teacher across each key stage. That teacher has planned and delivered alongside JC this has enabled the teachers to increase their confidence and knowledge about different areas of the curriculum. Allowing the teachers to work alongside for the whole year has allowed the teachers to see a range of different areas (gymnastics, dance, games) and how each area is delivered differently to allow the children to progress. - Chance to Shine completed some CPD with KS1 learning support staff around games and activities that could take place on the playground. - JC attended the Active Black Country Conference where she was able to take part in a Gymnastics workshop that allowed her to increase her gymnastics knowledge and ask questions to skilled gymnastics teachers.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> - To improve attendance to OAA trips, include a year 6 OAA trip experience range of activities eg sailing, paddle-boarding - To increase participation in extra-curricular activities - To work with outside agencies: Chance to Shine and Wolves to support extra-curricular activities 	<p>During the summer term, Year 6, Year 2 and Year 1 were able to undertake trips to Kings wood and Chelmarsh Sailing Club where they were able to complete a range of OAA activities to give them a broader experience than in school.</p> <ul style="list-style-type: none"> - We have had a soft start to reintroduce clubs this year, due to absences there were no clubs run in the Autumn term. In the spring term with the support of outside agencies Top Hat, and Wolves we started a club for each key stage, all clubs were full in the spring term. In the summer term all teachers ran a club and they were well attended. Not all clubs were full but all clubs that were sports related were full. - We have worked with Chance to Shine and Wolves Foundation this year to support delivery of lessons. 4 classes have benefitted from a 6 week Chance to Shine block of lessons and a further 2 classes have benefitted from the Wolves coaches in their PE lessons.
<p>Key Indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> - Increase range of sports competitions - Increase Inclusive event participation - Identify competitions in the calendar and work with all teachers to support competitions outside of school 	<ul style="list-style-type: none"> - We have continued with sports competitions in school and have tried to attend as many other events as possible. There have been some barriers that in 2022-23 we want to overcome. - Due to many of the inclusive events being on a Monday when we have swimming we have been unable to attend the participation and inclusion events. Hopefully next year we can continue to aim to support this.

Action Plan 2022 – 2023

Key Indicator	Intent	Implementation and Impact
<p>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<ul style="list-style-type: none"> - To maintain the numbers walking to school and increase the access to cycle to school - To have designated areas and activities available at break and lunchtimes to support more physical activity. - To improve pupil voice in how to support more physical activity 	<ul style="list-style-type: none"> - New sports leaders trained and plan implemented how they can support lunchtime activities with KS1 - Create a section of school council meetings to discuss active breaktimes and lunchtimes, also engaging pupil voice - Walk to school week and tracking all year round of active travel, use the eco-warriors to promote active travel and walking/cycling to school - Identify training for bikeability earlier in the year to support the children in travelling safely to school on bike. - Increase bike skills in EYFS with the balance bikes
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement SIP: Children to be able to swim 25m by the end of year 6</p>	<ul style="list-style-type: none"> - Build on the amount of sporting events attended from 2021- 2022 - Increase the involvement of the sports leaders and house captains in the house competitions. - Continue to improve School Swimming Levels with year 6 booster lessons - Create links with the community by completing assemblies, local companies delivering extra-curricular, identifying local clubs that children can join outside of school 	<ul style="list-style-type: none"> - JC to identify events that we want to attend and put in the diary from the beginning of the year to avoid clashes with trips and other events in school - JC to work with SGO to increase football and netball games in our league as only played 2 fixtures 2021/22 due to other schools dropping out. - JC to organise a range of house competitions and include sports leaders - Create a website page with useful links of local clubs in the area, ask if local clubs can come in and deliver sessions of different activities to support engagement outside of school - Increase the number of clubs compared to 21/22 – aim to have at least 2 per key stage per term - JC to track the club attendance and who the clubs are targeting using the PE Passport. - Continue to use The Royal School to support swimming in year 6. Implement for the whole year to improve swimming levels. - Identify the teachers who can deliver swimming in school to support the delivery of swimming to reduce costs for the school. TCC, JC & HC are swimming teachers - Identify if there are others that could attend a swimming instructor course.

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> - Increase teachers CPD: Swimming - Team teaching across all areas of the PE curriculum with different teachers from the previous year - Teacher and Learning support CPD - PE lead to improve connections with other schools to support Lanesfield curriculum and own knowledge 	<ul style="list-style-type: none"> - Check local courses for swimming often a week during holidays so identify teacher who could attend the week-long course - Identify teachers who have not delivered PE, one teacher from each Key Stage JC to work alongside identifying areas to support - JC to identify primary and secondary schools that are achieving strong results in PE that are in similar areas to see what has had the most impact on their school
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> - To access a range of OAA trips throughout school - To offer a range of extra-curricular activities that are not only sports but target other areas targeting healthy lifestyles - To work with outside agencies: Chance to Shine and Wolves to support extra-curricular activities 	<ul style="list-style-type: none"> - Continue to plan Kingswood, Chelmarsh and identify if there are other opportunities that children can access to support OAA - Plan in the clubs from September 2022 where the teachers will deliver a club at least one per term aligning with school competitions so children can complete the club then represent the school so they are prepared for that activity - Look at how we are supporting healthy lifestyles can we extend that through mindfulness, yoga or pilates clubs that aren't sport specific - To continue to work with outside partners to support the delivery of the curriculum and support teachers with CPD
<p>Key Indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> - Increase range of sports competitions - Increase Inclusive event participation - Identify competitions in the calendar and work with all teachers to support competitions outside of school 	<ul style="list-style-type: none"> - Identify when the sporting events are happening and put them in the calendar from the beginning of the year - Discuss how we can support taking children home and also creating opportunities for competitions - Identify how timetabling can allow for daytime competitions to support more access and opportunities - Ask teachers who are delivering a club to support for that sporting event that comes up creating a team of teachers for the sports competitions.