



Primary School – Sports Premium Grant report for 2018-2019 academic year



Levendale, along with all other schools, must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that Levendale should use the Primary PE and Sport Premium to develop or add to the PESPA activities that Levendale already offers and build capacity and capability within Levendale to ensure that improvements made now will benefit pupils joining the school in future years.

In 2018/2019, we were allocated £17,710 in Sports Premium Grant, ringfenced for the above purposes. Spend indicated below may exceed 100% of allocation due to overlap between some areas within the Key Indicators.

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 children may swim in another year please report on their attainment on leaving primary school.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

Academic Year: 2018/19	Total fund allocated: £17,710	Date Updated: July 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				24%
Outcome: What are you aiming to achieve?	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children to have more opportunities for undertaking physical activity during break time and lunch time. Children to have higher quality PE provision within timetabled physical activity during the school day. 	<ul style="list-style-type: none"> Pupil survey to determine what type of play equipment they would like in the play boxes on the playgrounds; purchase new equipment (and replace old/unfit equipment as necessary) in line with requests to promote active play at non-structured times of the school day. Employ a PE specialist from Conyers School to work alongside Levendale staff in order to deliver higher-quality specialist teaching where needs are identified. 	<ul style="list-style-type: none"> School contribution of ca. £400, plus contributions from the PTA. £3,800 	<ul style="list-style-type: none"> The vast majority of children choose to utilise play equipment at break and lunch times for unstructured play – there is a wider range of different activities taking place at these times of day than was previously the case. Children in all year groups (with the exception of Nursery) have accessed high-quality PE teaching to build and develop skills; staff have therefore been able to access direct CPD for self-improvement and increased confidence in the delivery of high-quality PE. Better quality outcomes in PE have been achieved. 	<ul style="list-style-type: none"> For 2019-2020, we will be looking at incorporating additional structured PESPA activities into the school day, with the most likely time being lunchtime.

Key indicator 2: The profile of PESPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Organise a range of after-school PESPA clubs to cater for the requests of pupils, including those least active. 	<ul style="list-style-type: none"> Coordinate a range of after school clubs using external providers. These clubs have included netball, hockey, tag rugby, football, dance, cheerleading, running and balance bike sessions. Purchase resources for these after-school clubs as appropriate (with support from the PTA for the balance bikes) 	<ul style="list-style-type: none"> £2,000 	<ul style="list-style-type: none"> ~75% of all children have accessed at least one after-school PESPA activity across 2018-2019. Several of these children have then gone on to access external PESPA activities with established sports clubs (Leven AFC, Yarm Rugby, Stockton hockey). 	<ul style="list-style-type: none"> Increase the proportion of less-active children who are accessing school-organised PESPA activities. Continue with pupil voice to help direct the types of clubs that operate after school. Organise lunchtime structured provision around PESPA activities for all children. Investigate how to incorporate active learning into our curriculum as part of our 2019-2020 curriculum review.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27% (overlap with KI 1)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To enable inter-MAT CPD from specialist secondary colleagues with PE teaching qualifications. Improve access to specialist sports coaches in other PESPA areas. 	<ul style="list-style-type: none"> Employ a PE specialist from Conyers School to work alongside Levensdale staff in order to deliver higher-quality specialist teaching where needs are identified (linked to actions within KI 1 above). Employ further specialised coaches to teach alongside Levensdale staff for the purposes of improving provision for the children and also providing CPD for staff (specifically dance, tennis and gymnastics for 2018-2019). 	<ul style="list-style-type: none"> £3,800 £1,000 	<ul style="list-style-type: none"> Children in all year groups (with the exception of Nursery) have accessed high-quality PE teaching to build and develop skills; staff have therefore been able to access direct CPD for self-improvement and increased confidence in the delivery of high-quality PE. Better quality outcomes in PE have been achieved. Increased participation in high-quality PE sessions; enhanced staff confidence and awareness in delivering high-quality provision within certain PESPA areas; enabling children to go on to achieve highly in inter-school competitive sport or within external sports clubs of which they are members. 	<ul style="list-style-type: none"> Audit the impact of staff CPD and conduct lesson observations alongside specialist PE teachers to gauge the impact on the provision of high-quality PE within school. Devote staff training budget to specific areas of need to further improve the delivery of high-quality PE within school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To enable a greater proportion of children to access a broad range of sports and activities, organised by the school. 	<ul style="list-style-type: none"> Coordinate a wider range of after-school clubs to enable participation by a greater proportion of children, taking into account pupil voice, and targeting those children who may not have accessed ASC sports provision previously. 	<ul style="list-style-type: none"> £1,000 	<ul style="list-style-type: none"> ~75% of all children have accessed at least one after-school PESPA activity across 2018-2019. This includes ~15% of children who had never accessed PESPA provision within school previously. 	<ul style="list-style-type: none"> Investigate a far broader range of experiences for 2019-2020, including rock climbing, wheelchair rugby/basketball/football and other new PESPA activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To promote participation in a wide range of inter-school competitive sports. 	<ul style="list-style-type: none"> Sign up to L1 cluster festivals package from Conyers School and the Stockton School Sports Partnership offer for L2 and beyond competition. Release staff to attend inter-school sports competition and provide cover as necessary. Provide transport for children and staff to attend festivals and inter-school competition. Resourcing for new equipment to allow participation in inter-school competitive sport 	<ul style="list-style-type: none"> £2,186 £3,000 £3,500 £350 	<ul style="list-style-type: none"> Children across Y2-Y6 have been able to access inter-school competitive sport in a wide range of activities, having great success at cluster, Stockton and Tees Valley level. 	<ul style="list-style-type: none"> Look at the possibilities of engaging in friendly and competitive sport with schools outside of our cluster or engaging in competitions in other PESPA areas.