



Sports Premium Strategy Statement - Micklem Primary School

1. Summary information					
School	Micklem Primary School				
Academic Year	2020-21	Total Sports Premium budget	£17,550	Date of most recent Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment					
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP and gap</i>		
% at age related+ expectation in PE – Summer 2018-2019 Year	Y1		Y1	90%	
	Y2		Y2	96%	
	Y3		Y3	90%	
	Y4		Y4	84%	
	Y5		Y5	89%	
	Y6		Y6	87%	
	% working at greater depth in PE – Summer 2018-2019 Year	Y1		Y1	18%
Y2			Y2	16%	
Y3			Y3	13%	
Y4			Y4	16%	
Y5			Y5	24%	
Y6			Y6	15%	

3. Barriers to future attainment		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Behaviour for learning	
B.	Regular opportunities for being involved in sports	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Opportunity to attend extra-curricular opportunities or specialist coaching	
D.	No kit being provided for lessons	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children identified and early intervention put in place to accelerate development of social and emotional skills and strategies. Strategies shared with all members of staff, including visiting coaches. A further focus in lessons for pupils to participate in competitive sports so as to support them in accepting competition and loss.	Less incidents of disruptive behaviour.
B.	Further opportunities provided in school for pupils to participate in sports and physical activity. This will be through Daily Mile, structured lunchtime activities and ensuring that all pupils are offered two PE sessions each week in addition to structured play at break and lunch times.	Most pupils taking part in PE lessons each week. Daily Mile opportunity for all pupils to be able to exercise daily Targeted activities on the playground each day Most pupils participating in regular sporting opportunities Greater number of Level 1 and 2 competitions within school
C.	Pupil leadership within PE will be extended to support the development of Play Leaders and Ambassadors. These groups will be supported to run activities at lunchtimes for children on the playground (helping outcome A), a Change for Life club for those who do not participate in sports regularly and to increase competition within school.	
D.	Further opportunity for pupils to attend clubs where they can be offered specialist coaching. Signposting for families to seek further activities. Greater participation in school games and local competition.	More pupils attending sports clubs regularly. More pupils working below age related expectation attending clubs. More attendances at Level 2 competitions
E.	Kits to be provided to classes for use if children don't have one in school. Tracking in class – which children do not have kit in school regularly SLT to chase parents Waterproof and wellies to be provided for outdoor play and learning across the school	More children involved in PE as they have the correct kit in school More opportunities for outdoor learning and more chances for pupils to get outdoors for activities.

5. Review of Previous expenditure			
Academic year	2019-20		
Chosen action/approach	What is the evidence and rationale for this choice?	Cost and Staff lead	Impact of Intervention and Lessons Learnt
Use of Sports Apprentice to raise the profile of sport within the school, develop provision of sport during break and lunchtimes and to increase the range of sports available to pupils. This role has also supported pupil leadership, with Bronze Ambassadors and Change for Life clubs running throughout the year.	Historically, sport has not always been a high a priority within the school as it is now. As a small school, it was difficult to provide support for sport and physical activity throughout the day and to ensure that all pupils got a fair and consistent offer. It was hoped that a Sports Apprentice would be able to fill these gaps in provision. We recognise that some of the children tend to be more passive in their approach and would like to support them in being leaders and change makers.	£8,320 AM line manage Sports Apprentice	The Sports Apprentice role has been highly effective in developing the profile of sport within the school. There is now consistently high-quality, regular sporting opportunity within the school day including throughout lunchtimes and after school. This has helped the pupil's perceptions of sport and their own abilities and, as a result, we have seen an increased engagement within lessons and in pupils participating in competition at all levels. We have also been more successful in competition, winning a number of events; this is a huge improvement on previous years and is a direct result of this strategy, which has been highly effective. Following this, we now need to embed systems to ensure that they are able to perpetuate with differing levels of support.
To develop a specific, weekly learning provision for all KS1 and 2 pupils in Healthy Living. This will include discrete teaching on physical activity, mental health and diet.	Pupils are generally engaging more in sport, however we wanted to ensure that this worked cohesively with the mental health and wellbeing focus of the school and that physical activity was at the centre of this element of the school development plan. We also understand that the NHS's 5 Steps to Wellbeing firmly places Sports and physical education as a key element of supporting pupils'. We wanted to ensure that this was quality provision.	£2,400 AM line manage Sports Apprentice and take leadership of curriculum area.	This has been offered to each child throughout the year and, from Pupil Voice feedback, pupils see this as a valuable time and have been able to positively reflect on lessons. There has been a marked difference in general pupil conduct throughout the school which may, in part be down to this focus. There have also been fewer children requiring intensive therapeutic support, possibly due to this regular, light touch input. In joining the PE provision with SEMH support, pupils are able to have a greater understanding of the role of sport (and Pupil Voice backs this up) which will help them later in life. To develop this further, the curriculum will now be developed to include other elements, including hygiene. There will also be greater focus on planning and ensuring that across year groups, outcomes are specific and progressive.

<p>To refresh and develop the Daily Mile to ensure that there is daily engagement from all KS1 and 2 pupils.</p>	<p>The Daily Mile is a nationally recognised tool which is proven to have a range of benefits, including greater fitness levels and improved concentration in lessons.</p> <p>A recognition from lessons and during competition, is that pupils do not always have levels of fitness required. Results of NHS Height and Weight checks show that some pupils are above expected.</p>	<p>£200 AM lead</p>	<p>Pupil Voice has shown that pupils enjoyed the changes to Daily Mile sessions to increase the range of activities. They appreciated the benefits of greater levels of exercise.</p> <p>There has also been a marked improvement in outcomes of inter-school competition, with pupils being observed to be more able to compete throughout games and competition and results improving as a result.</p> <p>Daily Mile sessions also offer pupils the chance to set themselves challenges (level 0) which, according to the Youth Sports Trust, will help to engage those who do not see themselves as 'sporty' or those who do not appreciate wider competition against others.</p> <p>Moving forward, greater focus could be paid to the results of pupils' challenges, celebrating those with the greatest improvements etc as a way to embed the provision.</p>
<p>To introduce new sports to increase the range of opportunities available to pupils, including handball, table tennis, athletics and futsal through the purchasing of equipment and training for staff.</p>	<p>Youth Sports Trust 2019 report stated that pupils need to be exposed to wide levels of sport as way of widening opportunity. This should be backed up by clear signposting to pupils to take up this at a more competitive level (see next target). This was echoed by DSSN subject leader sessions. As a result, equipment was purchased to improve the teaching of athletics and to begin teaching handball. Table Tennis tables and a Smooga arena were also purchased to increase pupil engagement during break and lunchtimes.</p>	<p>£6,784 Led by AM</p>	<p>Pupil Voice shows that pupils feel that they now participate in more sport, with most feeling that they now are able to access a range of activities throughout the school day, as opposed to only half last year.</p> <p>The use of new athletics equipment allowed us to have accurate assessment, which showed that across the summer term (2019) all pupils were able to make progress in the area. This has not progressed in 2020 due to school closure but equipment is available for this to continue.</p> <p>The impact of the Smooga area has also not yet been seen due to school closure, however the equipment will be available from now on. Where we were expecting incidental learning, for example with the Table Tennis tables, we noted that more guidance and competition to engage was needed. This will be planned into future teaching and will be a focus for intra-school competition moving forward.</p> <p>There are also some 'gaps' in provision, where pupils, the Subject Leader and Sports Apprentice feel that provision could be further developed, for example in dance. This will be a focus in the next year.</p>

<p>To engage with local organisations and clubs to further the level of opportunity for pupils and to create signposting links.</p>	<p>62% of our pupils engage in some level of structured activity outside of school, however nearly 90% attend some level of additional sports provision (for example a club or lunchtime activity). We would like to develop the level of signposting and support we offer pupils to engage with out-of-school opportunity in order to close this gap. The Youth Sport Trust state that if we can guide pupils who show talent in particular areas towards specialist coaching, it could improve chances of them being able to realise their skills longer-term.</p>	<p>£876</p>	<p>We have been active in ensuring that pupils engage with increased levels of extra-curricular provision, and now 89% of KS1 and 2 pupils participate in an in-school club, lunchtime provision or a sports club outside of school. This is an increase from 74% last year.</p> <p>We now need to increase the support provided for pupils to know where they can go if they want to develop their skills further. We have helped by working with local sports clubs, including Hemel Stags rugby, Leverstock Green Cricket club and Leverstock Green Tennis Club through in-school coaching, however take-up from this remains low. Due to school closure, this has not been developed as much as we hoped, so will need further focus in the next academic year.</p>
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6. Additional detail

7. Plan for Sports Premium expenditure

*The plan for expenditure for 2018-19 is taken from the Association for PE's 'Evidencing the impact of the Primary PE and Sports Premium' document. The headings follow the Key Indicators from this document.

Academic year		2020-21			
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: 33% £5791.50 Compared to 2% last year
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1	Use of Sports Coach to run Playground Leader, Change 4 Life and Bronze Ambassador provision at lunchtimes to increase structured sport and games for pupils. This will allow more pupils to be engaged in positive play and competition, more of the time.	<ul style="list-style-type: none"> • Training for Bronze Ambassadors (BA) and Playground Leaders • Sports Coach to run playground activities daily. • Learning Mentor to run nurture activities, with BA support • Monitoring of impact and support for pupils running activities. 	Time 16% of Sports Coach time - £1920		
2	Cycling and Scooter Proficiency as part of continued Modeshift training and engagement in Walk to School scheme - Support for all pupils to develop skills to ride and scoot to school each day.	<ul style="list-style-type: none"> • To have two members of staff trained to deliver Modeshift Cycle and Scooter Training. • To run courses for Year 2 and 4/5 groups by the end of the school year. 	https://www.cyclinguk.org/courses-training/leading-instructing-and-training-others/courses-for-instructors/national-standard £480/person		
3	Lunchtime and Afterschool Clubs – Greater range of opportunity offered through Sports Coach and through tracking. Sports Coach to offer 3 weekly clubs around activities and sports not offered previously to pupils. Lunch provision to access a range of different activities.	<ul style="list-style-type: none"> • CPD and investigation by Sports Coach into new sports/games to offer to pupils. • Support for other members of staff to offer clubs where appropriate. 	Training badges for staff: Netball - £230 – level 1 Tennis - £235 - level 1 Gymnastics - £419 – level 1 14% Sports Coach time - £1600		

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Percentage of total allocation: 34% £5967 Compared to 50% last year		
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
4	To develop provision of sport and physical development within CIL in the Early Years in accordance with the new EYFS Development Matters – <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> Audit of provision and resourcing through discussion between PE Lead and Early Years staff. Support to develop provision based on advice and support from DSSN. CPD opportunities taken up through DSSN. 			
5	Build further profile through social media and school newsletters.	<ul style="list-style-type: none"> Inclusion of Sports News in every newsletter, led by Year 6 BA pupils, Fortnightly twitter news about specific events taking place. 	Time		
6	To support Sports Captains to develop their Level 0 and 1 provision within the school.	<ul style="list-style-type: none"> CPD for all staff in school around reframing competition. Sports Coach to plan and run at least 1 Level 0 or 1 competition each half term for pupils, with rewards and prizes at each point. 	Time		
7	To further develop Healthy Living				

Provision					
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 20% £3510 Compared to 37% last year	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
7	To develop a more formal planning and assessment framework for PE that allows overlearning and progression across year groups.	<ul style="list-style-type: none"> • Planning in line with DSSN. • LF to support teachers with planning of PE lessons and activity ideas. • Buy Get Set 4 PE scheme to support teachers in planning PE sessions. 	Time £660		
8	Sports Coach – to work alongside teachers for some PE sessions each week to develop the teacher's skills and increase confidence in delivering PE.	<ul style="list-style-type: none"> • LF to support KS2 PE lessons. • LF to support planning of KS1 and EYFS PE lessons. 			
9	External CPD – two opportunities throughout the year for companies/clubs to come into school to deliver sessions and upskill staff in sports that would not normally be taught well.	<ul style="list-style-type: none"> • Cricket - 	Sessions are £600 so for two opportunities £1200.		
10	To support staff to be more focused towards specific teaching and learning outcomes within lessons.	Purchase of Get Set 4 PE scheme.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11% £1930.50 Compared to 9% last year	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

11	The school to purchase further equipment to extend the range of sports that can be offered to pupils - archery		Archery sets - £150		
12	Development of outdoor provision and pupils' access to OAA – whole school visit to Phasels Wood/Boxmoor Trust? Further purchase of outdoor equipment to develop wildlife area and planning into the PE curriculum.	<ul style="list-style-type: none"> • Whole school visit to Phasels – dependent on covid situation. • VisionEd OAA training twilight for teachers. 	£175		
13	Clubs to be planned around sports that are not always covered in the main curriculum offer.	<ul style="list-style-type: none"> • Cycling club? • Badminton? 			
14	To develop clearer pathways to signpost pupils to external sports clubs where a talent or interest is seen. To support with their engagement where further help is needed.	<ul style="list-style-type: none"> • Get in contact with local clubs. • Representative of local clubs to come in for a day of sporting activities. 			
	Dance teaching	<ul style="list-style-type: none"> • External agency. • Create a dance for the school production. • Urban strides. 	£180 + travel min for 2-4 hours.		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 4% £702 Compared to 1% last year	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
15	To develop the school's internal offer for competitive sport through the use of Sports Captains and leaders.				
	Reframing sport				
16	To develop the use of personal challenge within activities to allow	<ul style="list-style-type: none"> • First and last lesson of each block to have an assessment. 			

	pupils to compete against their own performance.	<ul style="list-style-type: none"> Teachers to support children to make a SMART target based on first assessment. 			
17	Early Years to attend at least one competitive sports network event and other classes to attend further events.	<ul style="list-style-type: none"> Possible minibus hire for travelling to events. 			
18	NOT SP - Purchase of Gazebos to replace old equipment, allowing more pupils the ability to take part in outdoor events such as sports day.		£85 each Total - £340		

Other Indicator: Success and Progress in Swimming

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps: