

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Key Indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport – Training in basketball for Years 4/5. ● Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils – Children of LLPS are accessing a broad range of sports across all year groups – Drumba, Zumba, Ice Skating etc. ● Key Indicator 5 – Increased participation in competitive sport – A record number of children over the last couple of years have represent LLPS in competitive sport. 	<ul style="list-style-type: none"> ● Key Indicator 1 – The engagement of all pupils in regular physical activity – Will need to become a priority for this year due to children being in lockdown and being less active over this period.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>Current Year 6 were not assessed due to impact of COVID in last 2 years.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Current Year 6 were not assessed due to impact of COVID in last 2 years.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Current Year 6 were not assessed due to impact of COVID in last 2 years.</p>
<p>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?</p>	<p>No</p>

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 the future.

Academic Year: 2020/21		Total fund allocated: £19,409		Date Updated: 22/07/21	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 60%
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:
<p>-Training, purchase and development of the Active Maths and English programme – In order to aid children in gaining 30 minutes of physical activity within school each day.</p> <p>-Support for disadvantaged children to access sporting activities – To ensure all children have the opportunity to access sports clubs.</p> <p>-Targeted interventions to support vulnerable children (SEND, targeted less active children) – To ensure those children who find PE tricky/are not as active as others at playtime etc. have more opportunity to be active during the school day.</p>	<p>-Purchase of the Active Maths and now Active English resources.</p> <p>-Staff meeting to train other teachers/TAs.</p> <p>-Monitoring of its use through timetables and planning scrutiny.</p> <p>-Cost of overtime for TA to support children or financial support for parents to enable a child to access a paid for club.</p> <p>-Invites to club sent out to targeted children.</p> <p>-Identify less active children from the school to be included.</p> <p>-Develop registers for the groups of SEND and less active children to be included.</p>	<p>£1134</p> <p>£300</p> <p>£700 equip £800 (Teacher) £1750 (SEN TA to support groups).</p>	<p>-At the beginning of the year, Teach Active was evident in planning.</p> <p>-Staff meeting/training could not go ahead due to COVID-19.</p> <p>-Use of Active Maths resources during home learning.</p> <p>-Sports clubs could not go ahead due to creation of Bubbles during COVID-19.</p> <p>-Intervention could not take place because of the creation of bubbles during COVID-19 – Money not spent.</p>		<p>-Evaluate use of Teach Active throughout the school through conversations with teachers.</p> <p>-Rearrange planned staff meeting and training with the Active Maths Team.</p> <p>-Ensure this returns in the next academic year.</p> <p>-A few SEND TAs have outlined how they would like to access SEND sports competitions next year and are willing to take the children to these.</p> <p>-This to return again next year.</p> <p>-Identify potential sports to take place and purchase any equipment needed.</p> <p>-Assess the timetable for the year and schedule more regular and consistent timings for the sessions</p>

	<ul style="list-style-type: none"> -Plan sports to be undertaken throughout the year (New Age Kurling, Tri-Golf, Sitting Volleyball, Boccia). -Purchase Equipment. -Timetable activities for the year. -Make Support staff available for sessions. -Use PE Allocated time to conduct. 			<ul style="list-style-type: none"> - SEND TAs have offered more support for running sessions to allow more time for doing so. -Allow for a re-evaluation of the identified children after each term in order to reach more children.
<ul style="list-style-type: none"> -Playground equipment for each class in Years 1-6 to allow children access to games that will keep them active – Equipment unable to be shared between bubbles and so a class set is needed. 	<ul style="list-style-type: none"> -Purchase new equipment to be used at playtime. -Consider equipment that will be accessible to all. -Ensure equipment is used properly by introducing children to games they could play with it and modelling good and active play. -Observations of use of the equipment. -Gather comments from staff on the benefits of the equipment. 	£4000	<ul style="list-style-type: none"> -Staff evaluation form show that the purchase of equipment was beneficial for enabling more children to be active at break times, more children were exposed to new sports and equipment, children were able to learn new skills and consolidate skills taught in PE lessons. 	<ul style="list-style-type: none"> -Assess whether more new equipment will be needed in the next academic year. -Assess whether any equipment needs replacing. -Share examples of good equipment and uses of equipment for other year groups to take inspiration from. -Promote use of the equipment during the school day as active breaks.
<ul style="list-style-type: none"> -Forest School programme. 	<ul style="list-style-type: none"> -Additional staff member to lead Forest School activity -Purchase Forest School equipment -Planning the Forest School programme -Monitoring of the programmes impact 	£3900 (Staffing) £350 x pm per whole week for year (39 x 100). Resources to support the delivery of the Forest School programme	<ul style="list-style-type: none"> -Evaluation of each session (see Forest Schools Folder). -Graduation assembly could not take place this year due to lockdown. -Pupil interviews could not be gathered due to lockdown. 	<ul style="list-style-type: none"> -This will run next year. -Identify new equipment needed/which equipment will need to be replaced.
<ul style="list-style-type: none"> -Active Learning through video games intervention – Allow children to be active through video games to allow them to access being active through something they enjoy and do often. 	<ul style="list-style-type: none"> -Assess the correct children to be part of the intervention using a video game and activity questionnaire. -Purchase of Nintendo Switch and games. 	£279	<ul style="list-style-type: none"> -Questionnaire findings. -Intervention could not take place because of the creation of bubbles during COVID-19. 	<ul style="list-style-type: none"> -Intervention to be run next academic year.

<p>-Purchase of equipment for EYFS to allow children to participate in more active learning and develop skills linked to the change in curriculum to the Early Learning Goals.</p>	<p>-Run intervention. -Assess length of time and when to change groups.</p> <p>-Liaise with Foundation coordinator regarding the changes to the EYFS curriculum. -Liaise with EYFS coordinator regarding the needs of the children to achieve more activity. -Liaise with EYFS coordinator regarding the needs of the children to develop more skills. -Purchase of equipment that will meet the needs of the children. -Observations of the equipment and the use by the children in order to evaluate the impact.</p>	<p>£2100</p>	<p>-Foundation Funding Evaluation 2020-21 – Shows the break-down of spending and evaluation of the impact.</p>	<p>-Invest in bikes with pedals for the Summer term to add a further progression opportunity for children ready to ride a bike. -Consider the new EYFS curriculum and how Sport's Premium could be used to support this -As the new Foundation 1 outside area is developed consider how the environment could further support children's activity and physical development through large scale equipment.</p>
--	---	--------------	--	---

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 14%</p>
--	--

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>-Lantern Lane Primary and Nursery School Athletics Kit – Purchased to raise the profile of athletics within the school and give the opportunity to children to be inspired to join the team.</p>	<p>-Identify and purchase a new athletics kit. -Promotion of athletics within school. -Inclusion of pictures of children wearing the kit in the newsletter. -Pupil interviews for thoughts on athletics kit and their opinion about athletics.</p>	<p>£300</p>	<p>-Clubs and competitions have not been possible due to COVID-19.</p>	<p>-Evaluate the impact of the kit using the impressions of the children within the team and within the school.</p>
<p>-Resources for Sports Week – To encourage children to become more</p>	<p>-Identify equipment/resources needed for sports week.</p>	<p>£600</p>	<p>-Drumba Pupil Voice Questionnaire shows that 100% of the children</p>	<p>-Review sports done in this week and research sports to be done</p>

<p>active and raise the profile and awareness of sports and its benefits throughout the school.</p>	<ul style="list-style-type: none"> -Arrange sports days (House competition) for KS1 and KS2 and the facilities needed for it. -Arrange outside agencies/experts to give taster sessions for sports – Drumba. 		<p>enjoyed the activity and 100% of the children would do Drumba again. Pupils commented that Drumba showed the importance of being active, made being active fun, it was good to do something different. Teachers noted that the children had fun, there was no wasted time, the children made a lot of progress in a short space of time, it was high energy where the children were expected to be active for a sustained period of time.</p>	<p>next year.</p>
<p>-PE coordination allocated time in order to manage Sports Premium and promote P.E.</p>	<ul style="list-style-type: none"> -Timetable jobs done throughout this allocated time. -Update Sports Premium and organise the spending and activities. -Arrange sports competitions and conduct extra training for these competitions. -Update sports registers. -Create Sports Newsletter. 	<p>£1824</p>	<ul style="list-style-type: none"> -Timetable shows tasks done in each week. -Time allowed management of Sports Premium Report. -Sports competitions and events did not take place due to COVID-19. 	<p>-Continue with this next year in order to promote the importance of the subject around the school and allow the current excellent progress of P.E. at LLPS to continue.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
<p>-Supply cover for PLT meetings – To update PE Coordinator on the latest developments within the subject of PE and to liaise with other PE Coordinators to further enhance knowledge and understanding of how provision for the subject can be improved.</p> <p>-Dance CPD (Year 1) - To enable staff to deliver effective P.E. to the children in line with changes to our LLPS curriculum and skills progression.</p>	<p>-Provide supply cover in order for PE coordinator to attend meetings. -Record minutes, keep a record of topics discussed, guest speakers and developments within PE. -Liaise with other PE leads. -Feedback any developments to Head and other staff members where relevant.</p> <p>-Purchase of Dance CPD for Year 1. -Year 1 to watch the videos and use resources given within planning. -Planning scrutiny to ascertain use within the scheme of learning. -Interviews with staff to ascertain effectiveness.</p>	<p>£600 - 6 x ½ day. PE Coordinator to attend Family of Schools/ Rushcliffe wide meetings each half term</p> <p>£50</p>	<p>-Meetings have not taken place due to COVID-19 – Money not spent.</p> <p>-Use of resources and training evident in the planning. -Lesson observations could not be conducted due to creation of Bubbles in COVID-19. -Staff Comments –</p> <ul style="list-style-type: none"> Videos and resources made increased confidence with planning and delivering this topic. CPD linked well to the topic as well which gave the children a context to the PE learning as well as the skills. All of the children were engaged with the dance lessons. Children could still perform dances even in later terms (sticky knowledge). 	<p>-Information to continue to be passed on to staff and share good practice. -Identify areas of development that the staff require through a questionnaire. -Identify possible CPD opportunities available through the PLT and offer to staff.</p> <p>-Continue to use resources, planning and the training conducted this year in the next academic year. -Identify any other areas staff are not confident with and find suitable CPD.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:
-Introduction to a new sport for some children – Y6(Archery),Y4 (Drumba) and Y2 (Zumba) – Year 6, Year 4 and Year 2 children will access a sports programme (half term) A Zumba coach will be employed for 6-8 sessions. (Cost to school is additional TA for 6-8 afternoons).	-Organise Zumba, Drumba and Archery coaches. -Organise time of year, timetable and space for these to take place.	Archery – Unconfirmed Cost. Drumba – £1350. Zumba – £560.	-10 children of varying ability and background were interviewed on the back of the Zumba sessions: <ul style="list-style-type: none"> Children have previously done Zumba for house events and in Foundation but only one off sessions. Children noted that it was good to have fun and be active at the same time, they enjoyed some of their favourite songs, they enjoyed that they could dance. All 10 children said they would continue with Zumba again. -Staff Comments: <ul style="list-style-type: none"> Less active children were thoroughly engaged, these children in other PE topics were less so. 100% participation noted in all sessions, no down time was excellent as children were active for a sustained period of time. Children looked forward to the sessions and were evidently excited. 	-Continue with these sports on the LTP next academic year. -Continue to look at ways to develop the curriculum so that all year groups have access to new and different sports.

<p>-Ice Skating Enrichment Programme (Year 5) To give children a broader experience of sports to encourage a more active lifestyle and potentially open up new interests for them to pursue.</p>	<p>-Arrange sessions with National Ice Arena. -Send details of children to the Ice Arena. -Send out letters to parents explaining the details of the programme. -After completion of the programme, 4</p>	<p>£1800 – Full cost provided for all children this year.</p>	<p>-10 children of varying ability and background were interviewed on the back of the Drumba sessions:</p> <ul style="list-style-type: none"> • None of the children had previously done Drumba. • The children could articulate the importance of being active and enjoying being active which had come through during the sessions. • The children enjoyed performing to their favourite songs and enjoyed the fact that they didn't need to be an 'expert' to be able to join in. <p>-Staff comments:</p> <ul style="list-style-type: none"> • All of the children began at the same skill level. • The children were thoroughly engaged and were active from the first minute to the last. • It taught the children the importance of being active in each day and promoted healthy lifestyles. <p>-Updated LTP shows a broader coverage of sports now being accessed. -COVID-19 meant archery did not take place.</p> <p>-Lockdown meant that ice skating did not take place – Money not spent.</p>	<p>-Continue with Ice Skating next academic year. -Continue to look at ways to develop the curriculum so that all year groups</p>
--	---	---	--	---

Created by:



Supported by:



	children (selected by National Ice Arena talent scouts) to be invited to undertake a 6 week free training programme.			have access to new and different sports.
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Rushcliffe School Partnership Contribution – To increase participation in competitive sport and give children access to various activities with other schools.	<ul style="list-style-type: none"> -Attend PLT meetings to ascertain events planned for throughout the year. -Highlight events to be attended. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended. -Create Newsletter in order to communicate to the school community what sports have been done throughout the year. 	£700	<ul style="list-style-type: none"> -Youth Sport Trust resources used for competition and PE during Lockdown. -Athletics Virtual Competition Results. -Due to COVID-19, calendar of events could not be accessed this year. 	-Buy into the partnership again next year when events are likely to return.
-FA Rushcliffe Partnership contribution – To increase participation in competitive sport and give children access to various activities with other schools.	<ul style="list-style-type: none"> -PE Coordinator to be aware of the cups and events on offer through the buy in through the year. -Arrange to attend the events throughout the year. -Ask members of staff to aid with getting the children to events and attending the events with children. -Put together letters for inviting children to sports events. -Attend events and record children who attended. -Create Newsletter in order to communicate to the school community what sports have been done throughout the year. 	£120	-Due to COVID-19, events were not held this year.	-Buy into the partnership again next year when events are likely to return.

<p>-Transport costs to festivals/events – In order to allow children to attend events outside of school.</p> <p>-Allocated time for PE coordinator to record PE lessons and organise virtual sports competitions during lockdown.</p>	<p>-Ascertain events which would need coach travel in order to attend. -Arrange coach travel.</p> <p>-Record HIIT workouts with other teachers to be uploaded for virtual PE lessons. -Liaise with Youth Sports Trust for resources for virtual competitions. -Inform staff of competitions and ensure all resources are sent out. -Collect in results from competitions and send to CB.</p>	<p>£500 - (4x £95)</p> <p>£684</p>	<p>-Due to COVID-19, events were not held this year – Money not spent.</p> <p>-Planning and videos on 365.</p>	<p>-Make available for next year when competitions return.</p>
---	--	------------------------------------	--	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Phil Smith
Date:	22/07/21
Governor:	
Date:	