



PE and Sport Premium 2019 - 2020

Summary information of PE and Sport Funding



Name of school:	Grove Primary School and Nursery		
Academic year:	2019 – 2020	Autumn Term 2019 Date of next PE strategy review:	Mary Whitehouse Lead Governor
Total number of pupils:	179 with Nursery	Spring Term 2020 Date of next PE strategy review:	Mary Whitehouse Lead Governor
Total PE budget for year:	£17,000	Summer Term 2020 Date of next PE strategy review:	Mary Whitehouse Lead Governor
Amount per term:	Autumn 2019 / Spring 2020: £10, 208 Summer 2020:	Sports grant coordinator:	Zoe Newton-Smith

Mission statement:

Our vision is to create a thriving school that provides a stimulating, safe and caring environment.
We strive for children to become resilient and successful learners.

We will:

- design a broad, balanced and creative curriculum which excites and empowers children to develop into life-long learners
- develop our children’s ability to think for themselves,
- enable children to embrace opportunities and take pride in their achievements
- enable our children to take risks in their learning and embrace challenge in order to achieve more
- support children in making a positive contribution to our local and global community

Our Values – *develop and share British Values:*

- ✓ **Respect:** For other people, property and the natural world.
- ✓ **Kindness:** Kind hands, kind voices, kind deeds.
- ✓ **Resilience:** Accept mistakes, learn from them; make things better next time.
- ✓ **Cooperation:** Work with others; become a team player.
- ✓ **Independence:** Develop a strong sense of self; make sensible decisions; reflect on own conduct.
- ✓ **Sharing:** Share what we have; look after what we have; help others to share too.

The PE and Sport funding will be used to improve and sustain the quality of PE and sport provision offered.
It will provide opportunities for our children to become healthier, happier, and more confident.

PE and sport premium grant spending plan September 2019 - 2020

Allocation: £17,000

Sports grant coordinator: ZNS

Key indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

Objective What we want to achieve	Key actions	Allocated funding	Anticipated outcomes	Monitoring task Evidence of impact/legacy (school, staff, pupils)
<p>A love of sport and physical activity</p> <p>Across the school pupils skills and movement have improved.</p>	<ol style="list-style-type: none"> 1. To plan and carry out a Sports, Mental Health and Wellbeing Week – Summer Term. 2. To increase the opportunities for Inter class and inter-house tournaments – Summer Term 3.1 To improve key skills – Autumn: jumping. This year we have challenged all pupils to improve their skipping and take part in a Jump Rope for Heart sponsored skip. 3.2 Spring – throwing and catching; 3.3 Summer – running; 4. To encourage pupils to always try to do their best, not only in PE but across the curriculum. We like children to rise to a challenge. 5. To offer a range of activities through Fun Day Monday / Friday, e.g. Athletics, Kurling, Boccia, Yoga 	<p>Staff time to plan and implement</p>	<p>Children can improve their Personal Best</p> <p>Children that love a Challenge</p> <p>Children that learn that effort improves performance and doing only a little bit every day will improve performance.</p>	<ol style="list-style-type: none"> 1. Pupil Voice 2. Pupil Voice 3. Lesson Observation & Staff Voice 4. Staff Voice & Pupil Voice 5. Activity Observation, Pupil Voice & Staff Voice
<p>To ensure that all pupils participate in daily sporting activity.</p>	<ol style="list-style-type: none"> 1. Offer a range of sports and activities at Lunchtime. 2. To organise a LTS to have additional time to set up activities and a rota of daily activities 3. To zone the playground into three activity areas. 4. Train up Year 5 to be Lunchtime Sports Ambassadors 5. 	<p>£100 for equipment.</p> <p>15% of LTS salary.</p>	<p>Children that demonstrate good behaviour routines.</p> <p>A positive atmosphere on the playground.</p> <p>Active and engaged children.</p>	<p>Pupil voice</p> <p>Learning walks</p> <p>Staff voice</p>

Objective	<ul style="list-style-type: none"> Key actions 	Allocated funding	Anticipated outcomes	Monitoring task Evidence of impact/legacy (school, staff, pupils)
Engaged pupils with their learning	<ol style="list-style-type: none"> To introduce Go Noodle in Reception – Spring Term To role this out to Key Stage 1 Summer Term 	Free online resource	<ol style="list-style-type: none"> GoNoodle® engages children every month with movement and mindfulness videos. Children will be keen and enthusiastic to join in and be ready for their day ahead. 	<ol style="list-style-type: none"> ZNS to observe GoNoodle in the classroom ZNS to observe GoNoodle in KS1 Staff Voice Pupil Voice
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task Evidence of impact/legacy (school, staff, pupils)
<p>To provide additional provision for swimming.</p> <p>To provide funding so that finances aren't a barrier to learning</p>	<p>Autumn 10 weeks Year 5 & 6 (instead of just 6)</p> <ul style="list-style-type: none"> Office staff to book additional swimming pool time; Office staff to increase swimming teacher's contract; Chn to spend longer in the pool for their lessons; Better use of the pool space; Extra lifeguard provided; <p>Spring 10 weeks Year 3 & 4 (instead of just 6)</p> <ul style="list-style-type: none"> Office staff to book additional swimming pool time; Office staff to increase swimming teacher's contract; Chn to spend longer in the pool for their lessons; Better use of the pool space; Extra lifeguard provided; 	<p>Swimming Instructor additional salary Autumn -</p> <p>Additional Pool hire Autumn -</p> <p>Additional transport costs:</p> <p>Total costs: £485</p> <p>(Reduced due to no swimming April or Summer term.)</p>	<p>Introduction to water safety.</p> <p>Increased confidence in the pool for non-swimmers.</p> <p>Improvement in performance, e.g. stroke efficiency.</p>	<ul style="list-style-type: none"> Swimming observation; <p>See swimming data at end of report</p>

Impact:

Key indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

<p>Objective 1: A love of sport and physical activity Across the school pupils skills and movement have improved.</p>	<p>Impact:</p> <ul style="list-style-type: none">• This did not take place due to COVID-19• This usually takes place during the Summer Term – postponed due to COVID.• Staff kept individual records for their class and all children made improvements on their personal best.• Child Voice, “We learnt to skip backwards and do tricks!” School Newsletter 02.12.2020• Throwing and catching was a key skill for Spring term. Records were not kept but feedback was positive.• This did not take place due to COVID -19. <p>GoNoodle: Staff Voice: “When the children come in sleepy, it’s great to get them together to do something as a group.” Staff Voice: “It wakes them up and energises them for the day.” Child Voice: “It is great fun and we are all a bit silly.” Child Voice: “It makes me laugh because the teachers look funny.”</p> <p>Athletics Staff Voice: “The children were engaged and ready to compete.” Child Voice: “This is a great fun, when can we do it again?”</p> <p>Yoga Staff Voice: “They can back relaxed and focussed at the end of the day.” Child Voice: “I chose to do Yoga because it will help me relax at a difficult time. It is something different to do at the end of the week.” & “The Harry Potter Cosmic yoga was great fun.”</p> <p>Kurling and Boccia Staff Voice: “The children have worked together in teams, scored their own games and adapted the rules to different versions of the activity.” Child Voice: “This is great fun and I am getting closer to the target.” & “Over the last few weeks I have improved and worked with lots of different children.” “It’s a great way to start a Monday morning.”</p> <p>Next Steps:</p> <ul style="list-style-type: none">• To encourage staff to run these activities as after school clubs rather than within curriculum time.• To re-establish the weekly mile.
<p>Objective 2: To ensure that all pupils participate in daily sporting activity.</p>	<p>Impact:</p> <ul style="list-style-type: none">• Change4Life Champions Training happened on Tuesday 25th February with 15 Year 5 children were put through their paces by Mr Robertshaw. Change4Life Champions training programme is made up of three missions, all designed to develop young leadership skills.• This was due to start March 9th and was postponed due to COVID-19.

	<p>Child Voice: “We worked in teams and cooperated with each other.” “We designed safe and fun games.” & “We want to help the younger children be active, safe and learn new skills.”</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Roll out September 2020, with the new Year 6 timetable to run activities for EYFS & KS1 at lunchtimes.
<p>Objective 3: Engaged pupils with their learning</p>	<p>Impact:</p> <ul style="list-style-type: none"> • The children absolutely love GoNoodle and are fully engaged. They work in pairs, they work individually and they learn the routines. It sets up their day for learning and has helped to settle the pupils. <p>Staff Voice, “ Pupil Voice, “</p> <p>Next Steps: Role out to KS1 and KS2.</p>
<p>Objective 3: To provide additional provision for swimming. To provide funding so that finances aren't a barrier to learning</p>	<p>Impact:</p> <p>Staff Voice: “Having longer in the pool has definitely made a difference for the children. They are now starting to move up groups. As their confidence grows their swimming ability improves and more children are swimming 10m by the end of the 10 week sessions and working towards 25m.”</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to book addition ‘top up’ swimming to increase confidence and competence. • Continue to support swimming so that parents’ finance isn’t a barrier to learning

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement

Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task
To encourage children to learn on the move. Maths lessons.	<ul style="list-style-type: none"> • Purchase activ8 equipment; • Staff to introduce in Maths lessons • Staff to teach Maths on the Move 	£720 number resources	<ul style="list-style-type: none"> • Equipment purchased • Children physically active during Maths lessons. • Maths ‘finger tip quick’ skills improved. • Year 4 multiplication data at National Average. 	May 2020 ZNS to observe a session.
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task Evidence of impact/legacy (school, staff, pupils)
To encouraged all pupils to always try to do their best. To build resilience and perseverance To improve basic skipping skills.	<ul style="list-style-type: none"> • Organise a Jump Start for the British Heart Foundation Event; • ZNS to launch in assembly 22.10.2019 • Children practice every day to improve their personal best at skipping; • Staff follow the on-line lesson plans and learning activities • There will be a sponsored event to raise money for the charity Wk beg November 18th • 	N/A Skipping ropes donated by Jump Start	<ul style="list-style-type: none"> • All children will skip at least twice a week; • Chn will become better skippers – their skill level will improve; • Personal best will improve and become higher; • Chn will become more resilient; • Chn will learn to persevere at a tricky skill; • Chn will celebrate success; 	ZNS – to attend skipping sessions. Staff / Pupils to keep their own skipping logs – recording improvement. Staff records show that all children improved on their personal best.
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task
To provide strategies to improve mental health and wellbeing	<ul style="list-style-type: none"> • Provide a session for Year 3 from ‘Think Calm’; • To train staff in the delivery of ‘Think Calm’. • To provide Yoga for children during FUNDAY Monday / Friday sessions – Spring • 	£90	<ul style="list-style-type: none"> • Pupils will have a range of strategies that they can use to become calm; • Pupils will have an improvement to their core strength; • Pupils will have improved concentration in class; 	Staff Voice: “They can back relaxed and focussed at the end of the day.” Child Voice: “ I loved doing yoga with children from other classes” “The Harry Potter Cosmic yoga was great fun.”
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task

<p>To be involved in a whole school dance festival linked to British Values – Mutual Respect and Tolerance Individual Liberty</p>	<ul style="list-style-type: none"> Investigate dance workshops linked to mutual respect Book dance workshop for whole school; Arrange participation timetable for N – yr6 	<p>£200</p>	<p>All chn to participate in workshops.</p> <p>Chn to experience an expert dance teacher.</p> <p>Chn to experience a broader type of dance.</p>	<p>ZNS to observe Street dance.</p> <p>Pupil Voice</p> <p>Evidence of website - PE</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement

<p>Objective 1:</p> <p>To encourage children to learn on the move. Maths lessons.</p>	<p>Impact:</p> <ul style="list-style-type: none"> Resources purchased. Training and implementation postponed due to COVID-19 <p>Next steps:</p> <ul style="list-style-type: none"> Roll out September 2020
<p>Objective 2:</p> <p>To encouraged all pupils to always try to do their best.</p> <p>To build resilience and perseverance</p> <p>To improve basic skipping skills.</p>	<p>Impact:</p> <ul style="list-style-type: none"> Staff kept individual records for their class and all children made improvements on their personal best. Child Voice, “We learnt to skip backwards and do tricks!” School Newsletter 02.12.2020 It has raised the profile of the school in the local community. Increased the culture of participation and having a go. Improved the culture of empathy towards others. Improved the culture of perseverance. <p>Next Steps:</p> <ul style="list-style-type: none"> To organise another sponsored event which involves the children working on their personal best and improving it. To organise event that raises money for a local charity in order to raise awareness of current issues in their own locality.
<p>Objective 3:</p> <p>To provide strategies to improve mental health and wellbeing</p>	<p>Impact:</p> <ul style="list-style-type: none"> Staff Voice: “They can back relaxed and focussed at the end of the day.” Child Voice: “I loved doing yoga with children from other classes” & “The Harry Potter Cosmic yoga was great fun.” With the support of the Jigsaw programme pupils developed a range of strategies that they can use to become calm; Pupils use the ‘calm me’ sessions to control their breathing and bring their heart beat down.
<p>Objective 4:</p>	<p>Impact:</p> <ul style="list-style-type: none"> All chn engaged and participated in the workshops.

<p>To be involved in a whole school dance festival linked to British Values – <i>Mutual Respect and Tolerance</i> <i>Individual Liberty</i></p>	<ul style="list-style-type: none">• Chn to experience an expert male dance teacher – which broke down gender specific issues, ‘boys don’t dance.’• Staff Voice: “The dance teacher encouraged and engaged all of the children really well. He used his personality and sense of humour to get the boys to participate.”<ul style="list-style-type: none">• Child Voice: “He was so cool. We were ace!”
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task
<p>To ensure that staff skills and knowledge are improved through team teaching alongside sports specific coaches</p> <p>To ensure pupils experience quality first teaching, meaning that their core skills in PE will improve.</p> <p>To enhance teachers knowledge and confidence in teaching PE.</p>	<ul style="list-style-type: none"> Professional development in subject leadership for PE subject leader. Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment. PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. To work with the university to place sports coaching and provide a two way learning pathway; PE Lead to research team-teaching approaches PE Lead to collate SWOT analysis and prioritise support; PE lead to analyse impact data. 	£4000	<p>All staff to deliver good or outstanding PE lessons.</p> <p>Pupils take part with confidence in a variety of different physical activities and sports.</p> <p>Pupils are now taught by teachers who take pride in being ready for delivering high quality PE.</p> <p>Improved pupil outcomes in PE</p> <p>Teachers offered regular, ongoing support with plenty of opportunities for self-reflection.</p> <p>Teachers involved in collaborative teaching activities, formative planning and assessment, and expert input for 'areas for development' to primary school PE.</p> <p>The whole programme is supported by comprehensive, made available to schools through a cutting-edge online platform.</p>	<p>PE lessons to be observed during Phase Reviews week.</p> <p>Year 5/ 6 Wk beg Nov 11th: ZNS to support T with a sequence of learning in gymnastics.</p> <p>University to provide a gymnastics sports coach to work with Oak class.</p> <p>Teacher voice</p> <p>Anaylsis of SWOT</p> <p>Identified teachers working with DirectSportspro, coaching and mentoring.</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Objective	<p>Impact:</p> <ul style="list-style-type: none"> Teacher voice- Gymnastics <p>"Working with the university has shown me how I can use the IPads in my lesson to help the children evaluate their performances."</p> <p>"Working with ZNS, has shown me a variety of ways that I can use the apparatus safely. It also increased my confidence to see the children setting up the equipment independently."</p>			

“It was incredibly valuable to work alongside the P.E. coordinator in order to develop a sequence of learning for gymnastics which built on skills applicable to the year 5/6 curriculum. Before hand, I felt under confident delivering this part of the P.E. curriculum however now I feel like my lessons have more an impact on the children's progression. The children built on their skills each week to create a routine using a range of equipment and gymnastic techniques. At the end of the unit they performed and evaluated their work. Overall, this helped me to understand how to build progression within P.E. and I feel like it was an enriching experience.”

- PE Lead researched team-teaching approaches and identified DirectSportsPro to develop sustainable improvement in the quality of PE. The programme is led by expert mentors on a 1-to-1 basis, focusing on identifying areas where teachers can develop in order to improve pupil outcomes in PE. Teachers are offered regular, ongoing support with plenty of opportunities for self-reflection. The activities involved will include collaborative teaching activities, formative planning and assessment, and expert input for anything related to primary school PE. The whole programme is supported by comprehensive impact data, made available to schools through a cutting-edge online platform.
- PE Lead collated the SWOT analysis and prioritise support for Summer Term – this has been postponed until September 2020

Next Steps:

- Re-establish links with Direct Sport Pro and organise for September 2020

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Objective What we want to achieve	Key actions	Allocated funding	Anticipated outcomes	Monitoring task / Evidence
<p>To experience a range of exciting and exhilarating outdoor pursuits.</p> <p>To appreciate and learn from the natural environment.</p>	<ul style="list-style-type: none"> • Leaders to strategically plan Forest School activities so that every class receives at least half a term of Forest School; • Autumn Term: Nursery / Year 3/4 to receive FS • Spring Term: Nursery / Willow Class to receive FS • Summer Term: Year 1 / 2; Year 5 / 6 to receive FS 	<p>£300 for resources</p>	<p>Children develop personal and social skills Children improve in self-confidence, resilience, motivation, communication and leadership</p>	<p>PE Lead to observe Forest School lesson</p> <p>PE Lead to complete Pupil Voice</p> <p>School Website</p> <p>Governor to visit.</p>
<p>To provide safe, fun and all-inclusive enrichment provision:</p> <p>Street Dance / Karate / VX</p>	<ul style="list-style-type: none"> • ZNS to research 'enrichment' providers; • ZNS to liaise with provider to plan and organise a bespoke event to suit the needs of the school; • ZNS to book provider. • Photos to be taken and put on website 	<p>£600</p>	<p>Children develop 'life skills' such as attitude, teamwork, confidence, improved health.</p> <p>Children enjoy the activities;</p> <p>Children are active during the activities.</p>	<p>PE Lead to complete learning walk; staff voice and pupil voice on activities.</p> <p>Photos on website.</p>
<p>To introduce table tennis as a lunchtime activity</p>	<ul style="list-style-type: none"> • Leaders to purchase new table tennis equipment (tables already in school); • Site manager to step up table tennis every Monday lunchtime; • ZNS to 'invite' pupils to play on a Monday lunchtime Autumn Term: • Year 5 / 6 12.30 – 1.00pm • Year 3 / 4 1.00 – 1.20pm 	<p>£100</p>	<p>Children to learn Children demonstrate good behaviour routines. A positive atmosphere in the hall and on the playground. Active and engaged children.</p>	
<p>To introduce Kurling and Boccia</p>	<ul style="list-style-type: none"> • Offer Boccia and Kurling as part of Funday Monday • ZNS to take children to the Boccia and Kurling Festival 	<p>Bought last financial year – build legacy</p>	<p>Children choose to take part in Boccia and Kurling.</p> <p>Great start to week so reduced incidents of poor behaviour on a Monday.</p> <p>Older children support and teach younger children so increased feeling of responsibility and leadership.</p>	<p>Pupil Voice</p> <p>Staff Voice</p>

<p>To ensure that all children have the opportunity to take part in adventurous activities.</p>	<ul style="list-style-type: none"> • Leaders to timetable classes to a session at playtime and lunchtime on the play equipment – Cheeky Monkeys; • Leaders to reward children that achieve weekly certificates with a special session with the co-heads on a Friday lunchtime. • Class teachers to use as a reward during curriculum time; • PE teachers to use in PE as part of problem solving activities; • 	<p>£10,284</p>	<p>Pupils that use an exciting, stimulating environment that is a safe, secure and a challenging space for children to explore and enjoy.</p> <p>Better adventurous activities and play equipment will integrate new children into the school community, and help build social relationships between different family groups.</p> <p>Reduced number of incidents at playtime and lunchtime.</p> <p>Less arguments between children</p> <p>More children wanting to go out.</p>	<p>Pupil voice</p> <p>Class timetables</p> <p>Lunchtimetable</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

<p>Objective 1:</p> <p>To experience a range of exciting and exhilarating outdoor pursuits.</p> <p>To appreciate and learn from the natural environment.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Children love Forest School and have developed personal and social skills as a result of participation. • Children demonstrated self-confidence, resilience, motivation, communication and leadership. <p>Staff Voice:</p> <p>“I have worked with a Lead Forest School teacher this year and it has given me a fresh look on problem solving with reception in the future. The children love it and their behaviour improves.”</p> <p>Child Voice:</p> <p>“We enjoyed Forest School because we lit a fire and toasted marshmallows.” Year R</p> <p>“I found worms and frogs!” Year R</p> <p>“I loved drinking the hot chocolate.” Year R</p> <p>“I had a fantastic morning at Forest School. I was taught how to use a saw carefully. I sawed this log.” Year 4</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Forest School to be rolled out to Year 5.
<p>Objective 2:</p> <p>To provide safe, fun and all-inclusive</p>	<p>Impact:</p> <ul style="list-style-type: none"> • All of the children enjoyed the activities provided and there was a lovely buzz around the school. • Children developed skills such as positive attitudes, teamwork, & confidence. • Children were active during the activities. The karate developed self-discipline and the VX developed problem solving skills.

<p>enrichment provision: Street Dance / Karate / VX</p>	<p>Child voice, “I was very cold outside doing the VX, I had to keep moving.” “It was really tricky trying to pick up the ball with the VX stick” “Karate was my favourite because I learnt to kick.” “The karate lady was very good.” Staff Voice: “They made sure all the children had the opportunity to get involved. They were very calm and quiet and the children learnt to be still and show self-discipline.”</p>
<p>Objective 3: To introduce table tennis as a lunchtime activity</p>	<p>Impact:</p> <ul style="list-style-type: none"> • There was an improvement in table tennis skills. • Children demonstrated good behaviour routines. They were active and engaged. • A positive atmosphere in the hall and on the playground at lunchtime. <p>Child Voice “Table tennis is great. I like coming in here at lunchtime. I feel listened too.” “When can we enter a competition?” “When is it our turn?”</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • To introduce a beginners lunchtime club and an intermediate club rather than age appropriate.
<p>Objective 4: To introduce Kurling and Boccia</p>	<p>Impact:</p> <ul style="list-style-type: none"> • 30 children choose to take part in Boccia and Kurling. • The children thought it was an excellent way to start the week so reduced incidents of poor behaviour on a Monday. • Detentions on a Monday reduced. • Children worked in mixed age and ability groups. The older children supported and taught the younger children so there was an increased feeling of responsibility and leadership. <p>Next Steps:</p> <ul style="list-style-type: none"> • Run as an after school club / lunch club so that children are not losing curriculum time.
<p>Objective 5: To ensure that all children have the opportunity to take part in adventurous activities.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Reduced number of incidents at playtime and lunchtime. Reduced number of times that SLT were called to challenging behaviour at lunchtime. • There were less arguments between children on the days that they used the adventure playground. • Children enjoyed the risk element and learning to keep themselves safe. <p>Child Voice: “I love climbing and sitting on the top of the wall. You can see the Malvern Hills.” “I can use my gymnastic skills – look at me balance.” “The wobbly bridge is very tricky to cross.” “We didn’t fall out today because we were playing games on Cheeky Monkeys.”</p>
	<p>Next Steps:</p> <ul style="list-style-type: none"> • To visit sporting arenas and spectate. <p>Speak to Worcester University about taking the children to watch some of their key events, e.g. Severn Stars, Worcester Wolves; Engage with Worcester Warriors and Worcester Cricket Club</p>

Key indicator 5: Increased participation in competitive sport

Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task
To continue to engage more children in competitive sport.	<ul style="list-style-type: none"> To take part in Worcestershire West pyramid activities. Transport to competitive sporting events subsidised by school. Pupils to take part within PE lessons competition to finish a scheme of work. Skills in lessons build up to festivals and competitions Schemes of work (games) include a competitive element in the last week of the unit. 	Coach Hire: £1000 £835 spent £165 carried forward due to no summer events.	<ul style="list-style-type: none"> Closely working with our SGO and other sporting agencies to ensure we access even more Level 2 competition. Pupils compete at a higher level. Children to play in tournaments and festivals and demonstrate improvements throughout the year. Children learn resilience, sportsmanship, passion, self-belief, respect, honesty, determination, teamwork and graciousness. Children to recognise the importance of the skills they have learnt in a game situation. Children selected to play for a school sports team were able to do so without having to pay for transport, breaking a barrier to competition and participation. Pupils' skills improve as they play competitively, even over a short space of time. 	Feedback form sent to SGO Pupil Voice Attendance data

Key indicator 5: Increased participation in competitive sport

Objective 1: To continue to engage more children in competitive sport.	Impact: <ul style="list-style-type: none"> Cross Country – 11.10.2019 – Two of our children came in the top 20. Netball tournament – 15.11.2019 – Grove came second on this occasion. Football tournament – due to a sickness bug – Grove took a small team. Although every game was lost, the boys showed true determination and great spirits. Year 5/6 Indoor Athletics – 15.01.2019
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	<ul style="list-style-type: none"> • Netball and Football Tournament – 09.03.2020 <p>There were no Summer events due to COVID-19</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to be involved in all cluster events. • To take part in more competitions. • To develop 'house' competitions.
<p>Objective 2: To instil in pupils a love of sport and physical activity</p>	<p>Impact:</p> <ul style="list-style-type: none"> • Year 3/ 4 Hockey – 08.11.2019 – Children participated in quick Sticks and enjoyed the experience. • KS2 New Age Kurling, Arrows and boccia Festival – The children loved the target arrows session. • Year 4 Dance Festival 02.12.2019 – All children engaged and enjoyed the sessions that they were involved with: street, pom pom, and African. • Year 3 Gym Festival – 03.02.2020 – The children all learnt new skills and had the opportunity to jump off the box and horse. • KS1 Multi skills festival – 09.03.2020 – All children took part in a range of activities. <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to be involved in all cluster events • To develop 'House' festivals

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Educating young people on the importance and value of sport. • Increasing the links between school and community sport through helping to create and develop links with local community sports clubs. • Provide additional capacity to help school deliver a greater range of sports opportunities for children. • PE and Sport Enrichment day – building capacity for the children to learn life long skills. 	<ul style="list-style-type: none"> • Teacher professional development • Classrooms will be more active so children are not sitting for longer periods of time without the opportunity to move. • Swimming remains the utmost importance as not many of our children attend swimming lessons out of school curriculum

Autumn Term 2019: Year 6

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?	35% (11/31)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	35% (11/31)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35% (11/31)
What percentage of you current Year 6 non-swimmers can now swim 10m?	39% (12/31)
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?	Yes See above

Autumn Term 2019: Year 5

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27%
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	0%
What percentage of you current Year 5 non-swimmers can now swim 10m?	11%
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?	Yes See above

Spring Term 2020: Year 4

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 4 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	30%
What percentage of your current Year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20%
What percentage of your current Year 4 cohort perform safe self-rescue in different water-based situations?	-
What percentage of you current Year 4 non-swimmers can now swim 10m?	36%
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?	Yes See above

Spring Term 2020: Year 3

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 3 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 3 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 3 cohort perform safe self-rescue in different water-based situations?	-
What percentage of you current Year 3 non-swimmers can now swim 10m?	20%
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?	Yes See above