

# MERIDIAN PRIMARY SCHOOL

PE and School Sport Report



July 2019

July 2019 - Considering the 5 key indicators from the DfE, what development needs are a priority for Meridian and our children now and why? Our reflections on previous spend, current need and priorities for the future:

Meridian School - Key achievements to date (2018-19):	Areas for further improvement and baseline evidence of need:
<p><b><u>Swimming:</u></b></p> <p>Additional swimming lessons in KS2 provided children with opportunities to develop and extend their swimming skills. As a result children were:</p> <ul style="list-style-type: none"> <li>Engaged in regular physical activity which improved their strength, flexibility and childhood obesity was targeted;</li> <li>Provided children with the opportunity to compete in the Borough Swimming Gala, thereby increasing their participation in competitive sport and increasing their motivation for physical activity;</li> <li>Provided children with increased water safety skills and an awareness of how to stay safe outside of school.</li> </ul>	<p><b><u>Encouraging active play during break times and lunchtimes:</u></b></p> <p><u>Evidence of need:</u></p> <ul style="list-style-type: none"> <li>A number (around 15 each day) of children are not physically active at lunchtimes and may benefit from some support, direction and peer-interaction at lunchtimes.</li> <li>Adults are being asked to support some children in finding a friend or a game at lunchtimes, each day.</li> <li>Some games children choose to play are too physical and unsuitable for school.</li> </ul> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> <li>Launching playground buddies so that supported peer-led activities impact on the needs outlined above.</li> </ul>
<p><b><u>Broadening variety of PE, improving teacher confidence and improving children's achievement in Dance- with Greenwich Dance Agency:</u></b></p> <p>A project with Greenwich Dance provided an opportunity for all children to experience an 8 week dance project, taught by dance artists, using a whole school Science topic. The project engaged each class (FS2 to Year 6), resulting in a performance at Greenwich Theatre.</p> <ul style="list-style-type: none"> <li>Children developed improved confidence and skills in dance whilst identifying aspirations, as evidence by the dance performance;</li> <li>Teamwork and leadership skills were developed by providing children with opportunities to take ownership of the dances;</li> <li>A clear progression of skills was demonstrated through ongoing feedback and peer-review.</li> </ul>	<p><b><u>Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered: increasing competitive opportunities:</u></b></p> <p><u>Evidence of need:</u></p> <ul style="list-style-type: none"> <li>Only intra-school competitions were offered last year.</li> </ul> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> <li>Introducing inter-school competitions</li> <li>Increasing the number of intra-school competition opportunities</li> <li>Promoting local community sports clubs to our children.</li> </ul> <p><b><u>Increasing the percentage of school leavers swimming 25m:</u></b></p>

Teachers gained professional development through a CPD session after school and ongoing team-teaching. As a result teachers are more confident in planning, teaching and identifying the progression of skills of dance.

#### Lunchtime support for activities:

Pro-infinity lunch time coaches provided a basketball, hockey and multi-sport club for groups of children from Reception to Y6. Each basketball group (10 children) and hockey group (20 children) took part in a weekly skills session over a 12 week period. This resulted in:

- Participation of specifically targeted groups of children who were less motivated and engaged in sport during lunch times, PE lessons and extra-curricular clubs - increased participation in sport/physical activity and increased enthusiasm and enjoyment were observed;
- Allowed children to take part in a broader range of sports - developing their skills, confidence and resilience;
- Most children have developed a more positive attitude to teamwork and sport and many have quoted to sports coaches about how much they enjoy the sessions.

#### Participation in Sportathon:

Annual, Year 4 competition.

#### Evidence of need:

- We are not yet meeting the target of all school leavers meeting the minimum swimming expectations.

#### Ideas:

- Further top-up lessons for targeted children

#### Increasing daily activity:

#### Evidence of need:

- Some children only access PE and SS and may benefit from developing a more active lifestyle.

#### Ideas:

- Introducing the Daily Mile or equivalent
- Raising the profile of PE&SS

#### Providing targeted activities or support to involve and encourage the least active children:

#### Evidence of need:

- Obesity rates in the country, but particularly in Greenwich and as such, in Meridian, are high.
- Some groups of children have been identified as having less involvement in sports and active clubs, such as children with disabilities.
- Current involvement in sport is not celebrated in school in assemblies or on notice boards/newsletters.

#### Ideas:

- Continue lunchtime sports clubs inviting targeted children
- Increase after-school clubs offer
- Part-fund or fully fund clubs for children showing particular interest or ability, for disadvantaged children
- Celebrate children's sporting achievements

## Meeting national curriculum requirements for swimming and water safety @ July 2019

<p>What percentage of your current Year 6 cohort (July 2019) swim competently, confidently and proficiently over a distance of at least 25 metres? Even though our children may swim in another year group, we are reporting on their attainment on leaving primary school.</p>	72% of Year 6 children in July 2019
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes

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## Action Plan and Budget Tracking 2018-19

Our actual annual spend against the 5 key indicators is captured below. This clarifies the success criteria and evidence of impact that we measured in July 2019.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17,780		<b>Date Updated:</b> July 2019	
<b>Key indicator 1:</b> 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: 5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Additional swimming booster lessons for children in Y5/6 to increase the number of children able to swim 25m confidently.	Purchase top up lessons. Identify children not yet swimming 25m by beginning of Year 5. Track swimming achievements - teachers attending swimming track and liaise with PE Coord.	£900	72% of children left Year 6 at the expected level for swimming.	Increase top up swimming opportunities  Support links with community swimming for families who need further swimming lessons - part/fully fund holiday swimming courses for disadvantaged families.  Consider introducing The Daily Mile - cost of set up: painted track in the playground.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 20%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

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<p>Pro-Infinity Sports coach leading athletics lessons from Y1 -Y6 with class teachers to improve teacher confidence, knowledge and skills. The three main CPD foci are:</p> <ul style="list-style-type: none"> <li>➤ supporting teachers in teaching skills which build up to a final game</li> <li>➤ developing children's resilience - persistence and teamwork</li> <li>➤ assessment and feedback within a session - challenging children to progress to next steps.</li> </ul> <p>In addition, we carried forward appropriately £8,000 of ring fenced monies as our plans are underway to improve more open ended physical activity opportunities available in the Early Years by replacing the fixed play equipment in the EYFS garden.</p>	<p>Book coaches to attend PE lessons - timetable with teachers. Teachers to attend the lessons for Continued Professional Development (CPD).</p> <p>Plan, design and install an outdoor climbing frame in the Nursery Garden</p>	<p>£7,215</p> <p>(£8000. From previous Year's allocation)</p>	<p>Quotes from children evidence of qualitative impact on: a more positive attitude to teamwork and sport and enjoyment of the sessions</p> <p>Evidence of impact to be gathered 2019-2020.</p>	<p>2019-2020 Year: Re-book Pro Infinity (approximately £7300)</p> <p>PESS Consultant to support PE Coord to create a PESS Development Plan; to improve specific areas of PESS depending on outcomes of the audit (£1050).</p> <p>£8869 (carried forward) on Play Cubed frame: Climbing frame will be in place for future years to come. This will be accessible every day (from September 2019) for children in Nursery and Reception classes. The frame will have planned outcomes for children learning in the outside space, as well as being open to creative, individual physical uses.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A project with the Greenwich Dance Agency (GDA) inspired by a different aspect of the curriculum	Book GDA project. Plan GDA involvement - integrated in curriculum development.	£7218	Qualitative responses from children, staff and parents regarding positive experiences. Staff have led creative dance lessons where previously only published lesson plans were used. Staff confidence ratings in dance teaching are now higher. Clear progression from Reception to Y6.	Continue with GDA so that children's dance skills continue to improve year on year. Consider additional gymnastics coaching  (approximately £7,300)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Basketball and hockey coaching for reception to Y6 to widen the sports experiences on offer and to increase physical exercise for targeted children.	Book coaches. PE Coordinator to liaise with Lunch-time Supervisor and coaches regarding programme of coaching. PE Coord. Set up weekly timetable. Liaise with class teachers and invite children to sign up to the rotas.	See Pro-Infinity Coaching costs above.	All children were offered opportunities to attend these sessions throughout the year. Coaches leading the sessions assessed children to have improved skills in these sessions by the end of the year. Increased involvement in physical activity by targeted children at lunchtimes.	Re-book Pro-Infinity (fees above).

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sportathon Swimming gala Intra-school competitions at lunchtimes (% of Meal Supervisor's time)		£0 £0 £2490	Attendance at events. Children involved in competitive sport retain involvement in the sport.	Continue to attend Sportathon (Year 4) Continue to attend Swimming Gala (selected team) Continue with Grant supporting competitive sport at lunchtimes; ensure range of games and also range of children.

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