LEIGH PRIMARY SCHOOL

'Sharing, Caring and Learning Together'

SPORTS PREMIUM GRANT EXPENDITURE

REPORT, ACTION PLAN AND REVIEW

2022-2023

September 2022

SCHOOL CONTEXT

Leigh Primary School is a small, rural primary school, catering for around 161 pupils from 4-11. Situated on the village green, the school is housed in a Victorian building. It has 6 classes, with mixed age groups in some classes. This school is smaller than most primary schools. Pupils in Reception, (and when possible Year 1 and Year 6) are taught in single-age classes, while those in Years 2 to 5 are often taught in classes with two age groups.

I. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
II. The proportion of pupils supported by pupil premium is currently at 21%. This is the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent or carer in the armed forces.
III. The proportion of disabled pupils and those who have special educational needs supported is above the Kent average at 11.5%. Currently those children who have a special educational need and receive support is 14 %.
IV. The vast majority of families come from families with low levels of deprivation. The School Deprivation Index is currently 0.08 which is well below the national average of 0.21. This puts the school in the bottom 20% of all schools nationally.
V. The vast majority of pupils are *White Origin (96.4%) and the percentage of pupils coming from minority ethnic groups is 3.6% compared with national average of 26.9%. The percentage of children with English as a second language is 0% compared. Mobility is in line with national averages and there is only a 3.3% difference between the school and national stability rates.
VI. The last Ofsted inspection in September 2021 resulted in a REQUIRES IMPROVEMENT grading.

*White Origin – British, Irish, Gypsy Roma, Traveller of Irish Heritage, other white
*IDACI – Income deprivation affecting children index

Physical Education and Sport at Leigh

We believe that P.E. is an integral part of the curriculum, allowing children to experience various sporting activities and competing at different levels and abilities both in and outside school. All pupils have at least two hours plus P.E. per week. We encourage all children to participate in all lessons and events and offer a varied range of activities to suit all abilities. Leigh Primary School offers a large number of after school sporting activities which are open to all children and our sports teams have had success at a local and county level. All children throughout the school are taught by a specialist sports coach and their class teachers in two sessions a week, The sports coach and class teachers works very closely together and are shared partners in the delivery of PE lessons.

Early Years - PE is a very important part of learning and children become more confident using gross motor skills. By the end of their time in Reception class, they will have good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children will be able to use various pieces of apparatus. Pupils have at least 2 taught PE lessons per week. Pupils have continual access to large climbing equipment, bikes scooters, balls, and large building blocks. In the first Autumn term the class will be using BEAM Kent, this is a programme to underpin balance and movement progression.

KS1 - We encourage and motivate all children to participate during the sessions and we offer a broad curriculum to enable all children to feel motivated and comfortable in all areas of P.E. These including dance, gymnastics, sports focus on fundamental skills of movement including agility, balance, coordination and teamwork. All pupils are assessed regularly in line with our Greenacres PE scheme of work.

KS2 - KS2 pupils follow an annual cycle which ensures they have 1 hour of dance or gymnastics and 1 hour of field sports or swimming. Swimming is taught to pupils in upper Key Stage 2 at Senocke Swimming Pool in the spring and summer term and are assessed against the national standards. KS2 pupils have wider opportunities to attend competitive events and tournaments outside school through the Sevenoaks Partnership, the small school cluster, West Kent Sport School Partnership. competitions. The school has a very good relationship with both partnerships, who provide us with an events calendar, competitions and CPD for staff.

Funding

Total amount allocated for 2021/22	£20,571 (Including carry forward)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,490
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,490

Swimming Data

Meeting national curriculum requirements for swimming and water safety. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study**	**Year 5**	**Year 6**
What percentage of cohorts can swim competently, confidently, and proficiently over a distance of at least 25 metres?	58%	90%
What percentage of your cohorts use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	58%	90%
What percentage of your cohorts can perform safe self-rescue in different water-based situations?	58%	90%
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? We will use the pupil premium budget to provide: • additional instructors to support children above and beyond to support with catch up after the COVID pandemic hindered access to swimming facilities and to extend gifted pupils. • Extra-curricular 'top-up' lessons for the pupils who need them • Notify the pupils' parents that they're struggling • Notify the pupils' future secondary school(s), so they can address the issue	Children will continue learning next year in Year 6	The three children who have not achieved the required standards the parents will be notified. The children who has not achieved have been offered catch up from a local pool.

Action Plan and Budget Tracking

Academic Year: 2021/22	Total fund allocated:	Date Updated:

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: **28%**
Intent	**Implementation/Success Criteria**		**Evidence of Impact**	**Sustainability and next steps**
To ensure that children are engaged in 30 minutes of PE per day through active learning – kick starting a healthy active lifestyle.	• To ensure a range of PE clubs are available to children at lunchtime and afterschool and that there are high levels of participation. • Encourage all children participate in an extra-curricular sporting club in or outside of school per week. • Increase awareness of Pupil Premium families and pay for 1 sport afternoon club of their choice.	£1000	• 65% of children take part in at least one club • 22%of children take part in more than 1 club. • 76% of PP children take part in a lunchtime or after school club.	• In September, the clubs that are offered to the children, children to be provided with a workshop during a PE session to experience what the clubs are like. And to encourage now joiners. If there is a new club starting children to be offered a workshop and then it is posted on google classroom and in the newsletter. • In September, engage pupil premium children and families in offer to support extracurricular involvement.
	• To utilise active learning videos in the classrooms across a range of types of physical activity: E.g. Dance, Yoga and through our Specialist sports coach. • Launch new Mr Thacker videos termly to be used as classroom based movement break via google classroom.	£400	• From carrying out a pupil's voice. The children do some active learning but wish it could be better and more. They would like the daily mile to be reintroduced into the school and more use of the videos made by Mr Thacker.	• To relaunch active learning and highlight the importance of doing active learning and short active burst to help refocus on their learning. Include this in a staff meeting. To include outdoor learning in active learning. To provide training for teachers to use the outdoor forest area to teach a range of curriculum subjects.
	• To encourage children to participate in physical activity on their journey to or from school by walking, riding their bike or using their scooters. Research and potentially implement WOW and a viable alterative for the children that drive to school. • To ensure all children participate in Bikeability in Year 5 and 6 in preparation for Secondary Transition. • To ensure that the school has facilities for bike and scooter storage installed on site. • To provide education of pedestrian safety to the school to ensure children are safe when engaging in a healthy lifestyle. Police Visit/fitness specialist for assembly to promote this.	£500	• There was no availability for bike ability this year. • Beam has not been fully embedded and to be focused on in September for reception children. • Sensory circuit training and provision review- all support staff for 1:1 have received sensory circuit training. From this sensory circuits are carried out for selected children 2x a week. Teachers have been assessing throughout each PE lesson and highlighting the children that	• Pedestrian Safety to be the focus of an assembly on a yearly basis in Spring as children start to play out. • Repeat visits for Year 6 as they transition to secondary school. • Carry out a school survey to see who walks to school currently and who comes by car/ bus and train to see if WOW can be carried out in school and to think of the potential alternatives to help those children who drive or use public transport. • Research into better storage for scooters and bikes and to include in next action plan.

	• Monitor the lowest 20% through assessment, support, sensory circuits and BEAM KENT.		need additional support to acquire the skills. • Safety in action and rail safety in Year 6 was attended by Year 6 and was a valuable experience for supporting their safety when they begin to travel to Secondary School alone. • Kapow scheme implemented with includes Year 2 – 2 lessons on pedestrian safety • Year 3 – Lesson including safety outside • In addition Kent Pedestrian Safety lessons were delivered across the entire school.	• Offer sensory circuits training to TA's next year. • Through assessment in PE the lower 20% of children to be provided with sensory circuits or provided with an opportunity to take part in clubs especially Foundation stage and KS1 to develop their basis skills.
	• Training and resources for active outdoor learning to give teachers the confidence to teach and the children to learn outdoors on a more regular basis. Benefits of which are: • *To improves children's engagement in learning and offers a hands-on learning style which is more accessible to learners whilst still providing opportunities for challenge. (Increased engagement is also proven to continue upon return back to the classroom too).* • *Cognitive skills such as working memory are proven to be supported by both movement and the outdoor environment.* • *Spending time in a more natural environment is proven to have many benefits for mental and emotional wellbeing.* • *Daylight plays a vital role in children's physical health and development.* • *Research shows children's communication increases outdoors - with it the potential for new vocabulary and improved communication skills.* • *Importantly to increase the proportion of activity during the school day.*	£3000	• The children had outdoor learning in the forest school every term and teachers have been team teaching alongside the forest school teacher in order to upskill their knowledge of how to deliver forest school successfully,	• This links to sustainability and legacy. With the forest school being developed, class teachers to use the forest area more frequently for learning. Offer training to support the teachers in delivering a good lesson for active outdoor learning. This will increase capability and percentage of the timetable where children are actively learning outside. • OAA to be launched- to make a link with a local agency and children from year 1-6 to be offered a day experiencing OAA. Making sure there is a progression of skills between year 1-6. To provide teacher training on delivering OAA.

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
Intent	**Implementation/Success Criteria**		**Evidence of Impact**	**Sustainability and next steps**
To raise of the profile of sports to encourage all children to engage in a healthy and active lifestyle. Additionally, to engage parents in supporting their children to engage actively in sport.	• To conduct inter tournaments termly to raise the profile of competitive sports. • To participate in competitions and leagues between schools in the local area. • To engage local sports clubs/sportsmen/women to come in and talk to the children about their sport and how it contributes to their mental well-being and physical health. • Monitor termly club participation including clubs outside school. • Work towards Sport Games Mark. • Reintroduce play leaders during a lunchtime, once per week. • Review lunchtime equipment and invest in how resources could encourage more active play during this time as well as enhance gross motor skills. • Sensory Circuit Training for new staff	£0 £800 £200	• All classes have taken part in interhouse tournaments throughout the year. The tournaments we have taken part in are hockey, football, Rugby and Athletics(sports day). We were unable to take part in cricket due to taking part in move 4 may. • The school have taken apart in Rugby Tournament, football and Netball matches and football and netball tournament. Girls football tournament and basketball tournament. • Termly club have been monitored 65% of children take part in at least one club • 22%of children to part in more than 1 club. • 76% of PP children take part in a lunchtime or after school club. • The playground is under development. There has been a school council meeting to discuss what resources can be purchased and how to make the playground better. • Sensory circuit training and provision review- all support staff for 1:1 have received sensory circuit training. From this sensory circuits are carried out for selected children 2x a week.	• Next year to continue with the inter-house competitions ensuring that the children take part in all sports including tennis-discuss with the tennis coach • At the start of the academic year, children to have the coaches from clubs to deliver workshops. • To continue to investigate and see if sportsmen/women can speak to the children in assemblies • Continue to monitor • Once the equipment has been purchased in September launch playleaders and train children in games to play with the children • Offer sensory circuits training to TA's next year.

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport	Percentage of total allocation:
	66%

Intent	Implementation		Evidence of Impact	Sustainability and next steps
To ensure all staff understand the progression in physical education and the skills and knowledge that is required for children's physical development to enable them to participate fully in an active lifestyle.	• To fully embed our new PE scheme which is skills based and ensure a secure progression from YR to Y6. • To provide training of physical development in children to all staff alongside formative assessment procedures. • For our specialist coach to support teachers through the year with the application of this pedological knowledge in practice. • To work with Cascade to develop and implement a scheme for the education of dance, including assessment. • To provide CPD to teachers on progression and teaching of dance to children from 4-11. • To provide a dance coach to support the teaching for progression dance in practice – including new members of staff. • To provide further CPD for the teaching of gymnastics to consolidate teacher knowledge of progression in this area of learning. • To conduct an audit of gymnastic equipment to enrich our provision. • To provide staff PE kit for new staff to ensure they are equipped and confident to engage in teaching of a wide range of sports.	£0 £0 £8000 £2000 £1090 £500	• Green acres has been fully embedded within the school and a skills of progression and assessment document has been created to relate to each lesson being taught. Teachers have highlighted the children who are struggling to master a skill and are supporting them furthers. • All classes received training on how to deliver a good dance lesson and received a staff twilight training session to upskill their knowledge further on Delivering dance successfully. • A skills for progression for sport and dance been uploaded onto the website • All new staff has been provided with uniform.	To ensure all teachers are clear on what is being taught each lesson and how to support the lower 20 % and to take increasing ownership of teaching lessons. To provide more CPD for teachers to deliver dance. The teaching team have observed good practice and will now take ownership of teaching with supporting CPD twilight sessions to review teaching practice. To deliver training in Real gym for all staff linked to progression of knowledge and skills as well as how to utilise gymnastics equipment in line with risk assessment. Purchase uniform for any new staff in September

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 23%
Intent	**Implementation**		**Evidence of Impact**	**Sustainability and next steps**
To ensure that a broad range of sports and activities are on offer to all pupils.	• Extend sports clubs to least active pupils. See % of Pupil Premium children participating in a sporting activity to double from 40% to 80%. Increase overall participation from 60% to 70% • To widen range of clubs on offer to ensure that there is not a gender gap in participation with sporting activities. • In increase range of clubs on offer for our youngest students in YR and KS1. • To provide PE kit for children who are vulnerable so they can participate with confidence in sports. • Each year group with have 1 orienteering session within the year during Forest school, to help develop coordination and map reading skills.	£1000 (already accounted for in KI1) £3000 (already accounted for in KI1)	65% of children take part in at least one club 22%of children to part in more than 1 club. 76% of PP children take part in a lunchtime or after school club. There is a wide range of club offered in school this includes Dance, football, rugby, Athletics, multisports, Basketball, Hockey, Batting club PE is provided for vulnerable pupils Each class has received a orienteering session during the academic year.	To continue to monitor the uptake of clubs and PP children. Gymnastics club for ks1 to be launched next year and investigate if Boxing or fencing club can be OAA to be launched- to make a link with a local agency and children from year 1-6 to be offered a day experiencing OAA. Making sure there is a progression of skills between year 1-6.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 0%
Intent	**Implementation**		**Evidence of Impact**	**Sustainability and next steps**
Increase participation in competitive sport.	• To conduct termly interhouse tournaments to raise the profile of competitive sports. • To participate in competitions and leagues between schools in the local area. • To engage local sports clubs/sportsmen/women to come in and talk to the children about their sport and how it contributes to their mental well-being and physical health.	£0 (funded through Sports Coach in KI3)	• All classes have taken part in interhouse tournaments throughout the year. The tournaments we have taken part in are hockey, football, Rugby and Athletics (sports day). We were unable to take part in cricket due to taking part in move 4 may. • The school have taken apart in Rugby Tournament, football and Netball matches and football and netball tournament. Girls football tournament and basketball tournament	• To map out throughout the year what sporting events are being held throughout the year and ensure the participation of competitive sports is much higher. • To make links with local sportsmen/ women to talk to the children in assembly.

Signed off by	
Head Teacher:	J Halfhide
Date:	1.9.22
Subject Leader:	S Barber
Date:	1.9.22
Governor:	Nikki Butler and Rahim Rajan
Date:	1.9.22