



# PE AND SPORT PREMIUM PLAN



Funding for 2019-20 – Tower Bridge Primary		
Total number of eligible pupils on roll	151	
Total amount of premium	<b>TOTAL: £17,620</b>	
PE and Sport Priorities for 2019-20		
<p><b>Conditions of grant:</b> The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils</p> <p><b>It is expected that schools will see an improvement against the following 5 key indicators:</b></p> <ol style="list-style-type: none"> <li>1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</li> <li>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</li> <li>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>4. Broader experience of a range of sports and activities offered to all pupils</li> <li>5. Increased participation in competitive sport</li> </ol>		
<p><b>Review:</b> This plan will be evaluated termly by the Healthy Schools Leader working alongside the Leadership Team. The evaluated plan will be published each academic year. Evaluation will be through measuring participation, CPD evaluations, interviews with pupils and sports leaders, questionnaires with parents, staff and pupils.</p>		
Identified Priority	Actions	Planned Cost
<p><b>1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</b></p>	<p>Commitment to 2 hours PE each week</p> <p>Daily mile embedded in structure of school day throughout the school from Reception to Year 6 daily. Every child running, jogging or walking continuously for designated amount of time, daily.</p> <p>Healthy Eating Workshops – parent and child - LPESSN</p>	<p>Additional adult to support workshops: (2 half days) <b>£248</b></p> <p>Workshops, events and resources for Health Week:</p>

	<p>Equipment for playtimes and PE lessons</p> <p>Active learning in the curriculum</p> <p>Promote walk to school – TFL STARS</p> <p>Active playgrounds – children to be provided with activities to use during playtimes to engage body and mind. Specific playground equipment, play-leaders to encourage and support games and inclusion</p> <p>Physically active after school clubs</p> <p>Physically active breakfast club</p> <p>'Fizz Free February' – Southwark initiative to combat childhood obesity issues in borough</p> <p>Children identified as 'talented' to be supported and challenged</p>	<p>Equipment for PE and Playtimes</p> <p><b>£1,000</b></p>
<p><b>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>	<p>Regular discussion in assembly – links to organisations such as Parkrun. Assemblies celebrating our core values through our physical activities – Daily Mile Runner, resilience through sport/PA etc, league accomplishment and class participation and experience. Rewards and recognition for participation, personal achievements and demonstrating sporting values. Start our high profile days/week with a launch assembly.</p> <p>Regular updates on school newsletter and website – sporting achievements</p> <p>Sports leaders monitoring and supporting the provision – acting as role models and encouraging others</p> <p>Regular meetings with subject leader and sports leaders</p> <p>Carry out a pupil survey</p> <p>Healthy schools award - Healthy School Action Plan - Implementation and evaluation (see plan)</p> <p>School Games mark</p> <p>Premier League – display, certificates</p> <p>Sharing good practice across other curriculum areas:</p> <ul style="list-style-type: none"> <li>• Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond?</li> <li>• Does your PE teaching develop the whole person including thinking, social and personal skills?</li> <li>• Do you have external recognition for PE and the impact it has on the schools priorities, values and ethos?</li> <li>• Does your PE teaching aid fine and gross motor skill development?</li> <li>• Are sporting role models used to engage and raise achievement?</li> </ul>	<p>Release for PE Leader (3 half days):</p> <p><b>£395</b></p> <p>Release for PE leader 1 half day per term:</p> <p><b>£789.37</b></p>

	<ul style="list-style-type: none"> <li>• Is PE and school sport visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</li> </ul>	
<p><b>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>PESSN CPD for staff including:</p> <ul style="list-style-type: none"> <li>• bespoke 1-1 sessions with staff- team teaching and feedback</li> <li>• CPD sessions for NQTs</li> <li>• Termly support sessions for PE leader</li> <li>• CPD for support staff working with SEND</li> </ul> <p>Other planned CPD :</p> <ul style="list-style-type: none"> <li>• Training for lunchtime supervisors supervising activities</li> <li>• Sports coach delivering high quality PE sessions – modelling/support for teachers</li> </ul>	<p>Supply cover for PE leader (6 half days): <b>£791.18</b></p>
<p><b>4. Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Use of PESSN lesson plans as a starting point for broad use of skills. Class teacher led P.E sessions to focus on broader skills beyond physical</p> <p>Wide range of After School Clubs on offer each term based on children’s needs and interests to maximize up take: Autumn Term: Dance, Fitness Club, Football Club, Basketball Club Spring Term: Basketball, Fitness x2 and football x3 Summer Term: None offered due to Corona virus.</p> <p>Sports coach: Run ‘move to learn’ fitness sessions before school during ‘Healthy Mind, Healthy Body Week Children signposted to external clubs where appropriate and identified as being gifted and talented within specific areas Gross motor skills support given in small groups during curriculum to help bridge gap in access to full P.E curriculum. Run after school clubs</p> <p>PESSN Broader experiences for pupils including:</p> <ul style="list-style-type: none"> <li>• Special events such as ‘mental health week’</li> <li>• SEN sport festival KS1</li> <li>• SEN identification package</li> <li>• MAT identification package</li> <li>• Other sporting/physical activity opportunities such as badminton, ice-skating, trampoline, seated volleyball</li> <li>• Opportunities to watch professional sports matches</li> </ul>	<p>Cost of Adults to run after school clubs: £17.85 per session per adult for 32 weeks: <b>£4,660.90</b></p>

	<p>Y5 (2 day) and Y6 (3 day) residential activity centre (Booked but cancelled due to Corona virus).</p> <ul style="list-style-type: none"> <li>• Rock climbing</li> <li>• Abseiling</li> <li>• Zip wire</li> <li>• Orienteering</li> </ul>	
<b>5. Increased participation in competitive sport</b>	<p>LPESSEN Competitions including:</p> <ul style="list-style-type: none"> <li>• Cross country running</li> <li>• Tournaments</li> <li>• KS1 experiences</li> <li>• KS2 challenge days</li> <li>• Leagues</li> <li>• Virtual competitions</li> </ul> <p>Sports coach to train/prepare teams for participation</p>	<p>Additional adult costs to take children to sports tournaments:</p> <p>Approximately 12 events over the year with 2 adults to take the children:</p> <p><b>£2,496.96</b></p>
<b>6. Swimming</b>	<p>Provision of swimming for an additional two terms in Year 4</p> <p>Provision of swimming for an additional half term in Year 6 (Cancelled)</p>	<p>Cost of swimming pool and instructor:</p> <p><b>£4,290</b></p>
<b>7. PSHE</b>	<p>Annual health week linked to school identified priorities - Healthy Body, Healthy Mind Week. A whole week to raise awareness of issues and opportunities around holistic care.</p> <p>Whole school implementation of YALE University's RULER Emotion Boards for children to understand and regulate their emotions to be emotionally intelligent learners.</p> <p>School Nurse from Southwark to aid in the delivery of SRE sessions.</p> <p>A new SRE policy 'Relationships and PSHE' created in line with DfE guidance for September 2020.</p>	<p><b>£1,000</b></p>
<b>Cost of LPESSEN</b>		<b>£5,500</b>
<b>Cost of Sports Coach 1 day a week</b>		<b>£3,510</b>
<b>Total Cost</b>		<b>£24,681.41</b>

## Evaluation and Impact- July 2020

### 1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

The Daily Mile is an integral part of our school day. Towards the end of the last academic year, a new Daily Mile timetable was introduced to allow children to run laps outside of their allocated playtime. Due to the raised profile and whole-school dedication to the Daily Mile, we have seen an increase of children engaged in lesson times. A child in Year 6 said, "It wakes me up and gets me ready to learn. It makes me feel good when I've finished and I liked to challenge myself." As part of our on-going Healthy Schools Award, we had a visit from London mayor, Sadiq Khan, this year who watched our children running the Daily Mile. He also sat down with our sports leaders and school councillors to discuss the health benefits of living an active lifestyle and being a 'water-only' school. We were unable this year to take part in our annual Race for Life event at Southwark park during Sports Day.

As part of our Healthy Schools accreditation, we have continued to build on ensuring the profile of regular physical activity is encouraged and regularly celebrated. The school has continued to work closely with Southwark council. However, due to the Coronavirus, we were unable to apply for the annual School Games Award or TfL's STARS School Travel Plan Award as they were both postponed for this academic year. We are planning on applying for both accreditations next year 2020-2021.

This year, we were successful in applying for a grant from Southwark Healthy Pupils Capital Fund (HPCF) and some match funding from Guys and St Thomas' Charity. This funding will be used, in addition to our Sports Premium, to buy play equipment and apparatus to excite, motivate and encourage children to be more physically active during playtimes. We are also planning to buy each child a reusable water bottle to promote and encourage a healthy lifestyle.

As part of our involvement with TfL's STAR awards, we encourage children to walk or travel sustainably to and from school. In addition, for each school trip we teach the children the importance of travelling safely on public transport. Wherever possible, we try to walk around the city when on a trip and thus promoting and modelling how to be safe when out in public.

Having a 'physically active breakfast club' was limited. Next year, we would like to think about ways in which our children can be more active during this time of the day. Conversations with breakfast club staff and children can be planned to think of ways to achieve this goal.

### 2. The profile of PE and sport being raised across the school as a tool for whole school improvement (awards achieved)

Currently bronze Healthy Schools London.

Bronze TfL's STARS Award.

Bronze School Games Award.

Due to the Coronavirus, we were unable to apply for grading for this academic year. Next year, we hope to participate in more initiatives and sporting events to increase our accreditation.

Last year we introduced whole school 'PE Learning Journeys' to raise the profile and formality for PE lessons. A Y2 child, "It's good we discuss What Makes Good (WVG) for each sport and when I talk about it after the lesson I can use the right words'. This year enabled the school to review the journeys as part of our termly 'book-look' meetings and feedback to staff. The PE journeys have increased the accuracy in teacher assessments in PE as they have more evidence of each lesson and children's progression.

The evidence for this can be seen in our data:

(Autumn) Y1 90% ARE or above; Y2 100% ARE or above; Y3 86% ARE or above; Y4 88% ARE or above; Y5 82% ARE or above and Y6 96% ARE or above.

(Spring) Y1 90% ARE or above; Y2 100% ARE or above; Y3 93% ARE or above; Y4 92% ARE or above; Y5 92% ARE or above and Y6 96% ARE or above.

### **3. Increased confidence, knowledge and skills of all staff in teaching PE and sport**

We use the PE and Sports funding to improve and up-skill teachers' development in delivering high-quality lessons and thus increasing children's fitness. This year we had a specialised Sports Coach (Dan) to deliver half-termly PE lessons once a week with a different year group. The Sports Coach also modelled good practice in PE to teachers who watched as part of their CPD. Once UKS2 teacher said, "Watching Dan in these sessions really helped me think outside the box with challenging the MAT children but also supporting the SEN. It was useful to team plan the sessions to really think of the thread of learning and how to build on key skills each lesson."

Dan supported new members of staff in delivering PE in Autumn 1. The impact of this was the teacher said she 'felt more confident in delivering PE lessons and managing behaviour.' We also had a number of international staff and the sessions with Dan allowed them to ask questions, team-teach and discuss planning to build on skills over that half term. This allowed a better experience and outcome for the children which can be seen in the children's attainment from the new teacher who Dan supported: 90% being judged as ARE or above in Y1.

A KS1 teacher attended a KS1 CPD session with LPESSN. The teacher evaluated the session as, "A great day! Good balance of theory and practical lesson ideas. Good insight into how to differentiate lessons and use PESSN resources effectively." The impact of this is 90% of children were working at ARE or above (14% GD) in the Autumn term. This high level of attainment continues into the Spring term with 90% continuing to work at ARE or above.

A staff meeting was held in the Autumn term, outlining PE objectives for the year and how to incorporate the Premier League values into PE lessons. A Y6 sports leader said, "I thought it was good as it encouraged more children to be active in PE. It showed their efforts in PE and how they have to demonstrate the four values in each lesson". The Premier League values are on display in both halls so children can refer to them during PE lessons. We will need to ensure these are revisited next year and embedded into PE lessons as we have a number of new teachers joining us in September.

The PE Learning Journey book-look and scrutiny allowed consistency across the Federation. The outcome from the book-look was we found specific terminology being used by both teachers and children. Moreover, we had evidence of clear progression of skills from each PE lesson and clear evidence of progress across the half term. The impact of this was we had more accurate teacher assessments and therefore could target those children who were below ARE or challenge those working above. One way in which we supported those identified as working below in Autumn term, was Dan (sports coach) held a KS1 gross motor skills/SEN session to help develop those children's skills to help close the gap in their attainment.

Due to the Coronavirus, next year we would like to have more bespoke CPD opportunities from the LPESSN, including CPD for support staff working with SEND as this was not covered this academic year.

#### 4. Broader experience of a range of sports and activities offered to all pupils

##### Autumn

In the Autumn term, a 'Fitness club' was started with specialist PE coach to target MAT children in Y5.

A SEN gross-motor skills group was started for children in KS1, once a week, run by the sports coach, Dan.

This year from only two terms, we have been able to offer sporting clubs to 113 children, compared to last year of 181 from 3 terms. Next year, our aim is to increase the number of children participating in sporting clubs throughout the year. However, this may be subject to change with the current world pandemic. We would also like to see the number of girls who are choosing physical clubs to increase across the school.

Clubs	Autumn	Spring	Summer	Total 19-20	Total 18-19
Number of sport and physical activity clubs offered	6	6	N/A	12	13
Number of pupils participating in sport and physical activity clubs	65	48	N/A	113	181
Number of girls/boys participating in sport and physical activity clubs	22 / 43	11 / 37	N/A	33 / 80	-
					-

As the data shows, we have a significant difference in the number of girls accessing sporting clubs compared to boys. Next year, the LPESSN are offering a 6 week block of girls' football which would like to offer to the girls to encourage them to be physically active.

#### 5. Increased participation in competitive sport (Competitions entered, where placed)

The sports coach's timetable was linked to LPESSN competition calendar to teach children the necessary skills to access the competitive games. This allowed his teaching to be focused and with a specific outcome/purpose for the children. The number of activities, competitions and clubs (lunch, before and after school) was significantly limited from what we had planned due to lockdown/Covid-19. The LPESSN also offer sports coaches that can come into schools to deliver specialised sessions. However, this offer currently is at an additional cost to their membership fee.

Y6 Orienteering – September 2019 – Southwark park (LPESSN event)

Y3 Football tournament – October 2019 – GMH Sports facility SE1

Sports Leaders and councillors – Capoiiera yoga and mental health workshop - Cherry Gardens School- February 2020

Y3 Multi-skills – February 2020 – Bacons College (LPESSN event)

Y4 Benchball Competition – March 2020 – 2<sup>nd</sup> and 3<sup>rd</sup> place

SEN Y3 and Y4 Kurling event – March 2020 (LPESSN event)

The number of competitive sport events participated in this year was limited to do Covid-19. We want to increase the number of events children participate in next year.

## 6. Swimming

Meeting national curriculum requirements for swimming and water safety	Year 4 18-19	Year 4 19-20	Year 6 18-19	Year 6 19-20
Swim competently, confidently and proficiently over a distance of at least 25 metres?	28 %	21 %	46 %	N/A
Use a range of strokes effectively ?	80 %	13 %	54 %	N/A
Perform safe self-rescue in different water-based situations?	16 %	13 %	39 %	N/A

The Year 6 class were timetabled to go swimming during the Summer term as part of the Sports Premium funding, however this was unable to happen. We have a decrease in our Year 4 swimming ability across the three objectives compared to last year. These children will be given the opportunity of more swimming lessons when they reach Year 6 as part of the funding.