

Launde Primary School PE and Sport Premium

At Launde Primary School, we aim to provide all children with a Physical Education curriculum that provides ample opportunity to succeed through the enjoyment of sport. Through progression of key skills, which can be applied to multiple sports, children are challenged competitively, encouraged to cooperate collaboratively as a team and taught resilience, all of which improve their confidence to try. Active lifestyles at a young age inspire lifelong participation of sport and contributes to the physical, emotional and social well-being and development of every child.

Planned Allocation of Primary Physical Education and Sport Premium Funding for 2019-2020

Total funding received 2019/2020: £21,260 - £16,000 plus £10 per pupil (630 pupils)

Total budget allocated: £22,686

Key Indicators defined by the Department of Education:

1. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching of PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Key Indicator	Priorities (Action taken)	Funding	Evidence	Impact
1, 3, 4, 5	<p>Membership to South Leicestershire Sports Partnership:</p> <ul style="list-style-type: none"> • Access to PE Co-ordinator subject leader training and net-work meetings • access to South Leicestershire sport competitions and leagues including the 2B competition format. 	<p>Membership Cost: £2,700</p>	<ul style="list-style-type: none"> • Data – impact on progress • Observation / learning walks – engagement in learning • Attendance data • More children taking part in competitions • SEN / disability access to sport competitions • Monitoring and Evaluation 	<p>December review:</p> <p>Subject Leaders Meeting: October 2019 PE lead attended a subject leaders coordinators meeting. The focus of the meeting was to discuss the current competition calendar, the processes of each competition and how to incorporate the new elements of the school's games checklist. Namely, incorporating virtual competitions in the PE calendar within school in the Spring term. PE lead completed a mindfulness yoga session and was provided with information about how this could be incorporated into the school setting and how it could benefit children's and staff mental well-being.</p> <p>Well-being newsletter The LSLSSP have created a series of newsletters, one per month, designed to give parents a basic understanding of health and well-being. Healthy eating (October 2019), the importance of physical activity (November 2019) and internet safety (December 2019) newsletters have been distributed to parents, creating a greater link between school and</p>

	<ul style="list-style-type: none"> • CPD training and local networking for PE Subject Lead. • Inclusion activities for SEN children 		<p>forms have been completed and CPD from courses has been fed back to staff with handouts</p>	<p>home regarding physical activity. The newsletters have included links to websites for more information and information about helplines for when more support might be needed. This is important as parents have previously asked for a greater understanding of physical activity and education in school and what they can do to support.</p> <p>Competitions have been attended – see below</p>																																																
<p>1, 2, 3</p>	<p>Leicester City Community Trust School's Offer shall be used to increase physical activity participation across the school</p> <ul style="list-style-type: none"> • Target year group each half term – FS, 1, 2, 3, 4, 5 • After school club across different year groups • Lunchtime intervention – 'learning to lead' for Y3, 5 and 6 selected children • PE curriculum lessons taught alongside class teachers for continued CPD • Targeted intervention group for individual year group needs • January Inset Day – PE Focus 	<p>£4,500</p> <p>LCFC Competition/ Events – cover for attending staff</p> <p>3 half days 3 x £110 = £330</p> <p>2 full days 2 x £220 = £440</p>	<ul style="list-style-type: none"> • Lesson monitoring • Liaise with lead deliverer • Pupil conferencing • Teacher conferencing • Feedback from competitions and events • INSET Day Feedback 	<p>December review:</p> <p>Children's Feedback:</p> <table border="1" data-bbox="1093 363 2040 1007"> <thead> <tr> <th>Year Group Class Number of Chn</th> <th>Q1: I enjoyed the sessions</th> <th>Q2: I was encouraged to take part</th> <th>Q3: I was praised for what I did well</th> <th>Q4: I learned new skills</th> <th>Q5: I want to do more of these sessions</th> </tr> </thead> <tbody> <tr> <td>Y1 30 children</td> <td>Yes: 30 Partly: 0 No: 0</td> </tr> <tr> <td>Y4 30 children</td> <td>Yes: 30 Partly: 0 No: 0</td> </tr> <tr> <td>Y4 26 children</td> <td>Yes: 19 Partly: 6 No: 1</td> <td>Yes: 18 Partly: 8 No: 0</td> <td>Yes: 9 Partly: 13 No: 4</td> <td>Yes: 17 Partly: 4 No: 5</td> <td>Yes: 22 Partly: 4 No: 0</td> </tr> <tr> <td>Y4 29 children</td> <td>Yes: 27 Partly: 1 No: 1</td> <td>Yes: 19 Partly: 9 No: 1</td> <td>Yes: 16 Partly: 9 No: 4</td> <td>Yes: 20 Partly: 1 No: 8</td> <td>Yes: 24 Partly: 4 No: 1</td> </tr> <tr> <td>Y3 30 children</td> <td>Yes: 28 Partly: 1 No: 1</td> <td>Yes: 24 Partly: 5 No: 1</td> <td>Yes: 19 Partly: 8 No: 3</td> <td>Yes: 22 Partly: 4 No: 4</td> <td>Yes: 25 Partly: 2 No: 3</td> </tr> <tr> <td>Y3 30 children</td> <td>Yes: 25 Partly: 4 No: 1</td> <td>Yes: 23 Partly: 7 No: 0</td> <td>Yes: 22 Partly: 6 No: 2</td> <td>Yes: 25 Partly: 1 No: 4</td> <td>Yes: 23 Partly: 5 No: 2</td> </tr> <tr> <td>Overall percentages (children)</td> <td>Yes: 90.9% Partly: 6.9% No: 2.3%</td> <td>Yes: 82.3% Partly: 16.6% No: 1.1%</td> <td>Yes: 72.0% Partly: 20.6% No: 7.4%</td> <td>Yes: 82.3% Partly: 5.7% No: 12.0%</td> <td>Yes: 88.0% Partly: 8.6% No: 3.4%</td> </tr> </tbody> </table> <p>Teacher's Feedback:</p>	Year Group Class Number of Chn	Q1: I enjoyed the sessions	Q2: I was encouraged to take part	Q3: I was praised for what I did well	Q4: I learned new skills	Q5: I want to do more of these sessions	Y1 30 children	Yes: 30 Partly: 0 No: 0	Y4 30 children	Yes: 30 Partly: 0 No: 0	Y4 26 children	Yes: 19 Partly: 6 No: 1	Yes: 18 Partly: 8 No: 0	Yes: 9 Partly: 13 No: 4	Yes: 17 Partly: 4 No: 5	Yes: 22 Partly: 4 No: 0	Y4 29 children	Yes: 27 Partly: 1 No: 1	Yes: 19 Partly: 9 No: 1	Yes: 16 Partly: 9 No: 4	Yes: 20 Partly: 1 No: 8	Yes: 24 Partly: 4 No: 1	Y3 30 children	Yes: 28 Partly: 1 No: 1	Yes: 24 Partly: 5 No: 1	Yes: 19 Partly: 8 No: 3	Yes: 22 Partly: 4 No: 4	Yes: 25 Partly: 2 No: 3	Y3 30 children	Yes: 25 Partly: 4 No: 1	Yes: 23 Partly: 7 No: 0	Yes: 22 Partly: 6 No: 2	Yes: 25 Partly: 1 No: 4	Yes: 23 Partly: 5 No: 2	Overall percentages (children)	Yes: 90.9% Partly: 6.9% No: 2.3%	Yes: 82.3% Partly: 16.6% No: 1.1%	Yes: 72.0% Partly: 20.6% No: 7.4%	Yes: 82.3% Partly: 5.7% No: 12.0%	Yes: 88.0% Partly: 8.6% No: 3.4%								
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Year Group	What did you learn from the sessions?	What will you apply to your teaching of PE?
1	<ul style="list-style-type: none"> “lots of ideas given for activities that would develop children’s basic skills” “sessions also built on previous skills and showed how to develop them further” “activities also encouraged maximum participation from all children” 	<ul style="list-style-type: none"> “activities will be incorporated into my lessons to encourage development of key skills” “will also continue to ensure that all activities encourage all of the children to active all of the time”
4	<ul style="list-style-type: none"> “how to incorporate key skills into games” “fast paced activities that build up skills to use in next game” “how to use children to demonstrate effectively” 	<ul style="list-style-type: none"> “discuss key skills with the children to give them an awareness of how they are developing within game situations”
4	<ul style="list-style-type: none"> “repetition of learnt skills from one session that is then developed upon in the next lesson” 	<ul style="list-style-type: none"> £different techniques to encourage persistence through a variety of games with different leaders”
4	<ul style="list-style-type: none"> “organisation of equipment” “simple games with progressive skills, rules and challenges” “reinforcement of key skills for pupils” 	<ul style="list-style-type: none"> “use of more mini games based on skills, which leads onto building skills for a variety of sports”.
3	<ul style="list-style-type: none"> “a bank of different activities to carry out with the children” “How to get all the children involved” 	<ul style="list-style-type: none"> “using the activities which the children have loved in PE. I will then adapt and extend the skills for specific children”.

Competitions and Events

Y2 Multi-skills Festival

10x Year 2 children attended a multi-skills festival focussing mainly on football. Each child was selected as an encouragement to get them involved and more interested in sport. All the children thoroughly enjoyed the opportunity to compete for the school. Their teachers felt that the social benefit gained from the festival has been obvious when back at school and have seen a greater desire and effort within PE lessons.

British Science Week Event

10x Year 5 children attended the British Science Week festival at the King Power Stadium. The children completed five different science and PE based activities.

Pupil Voice

- “The things I learnt about can help us have a wider variety of what we can do when we are older”.
- “I learnt that scientists can come in all shapes and sizes”
- “What I learnt is important because when I am a grown-up, I could choose to be a scientist and I would know all the types”.

Sports Ambassador Conference: October 2019

4x Year 6 Sports Ambassadors attended Sports Leaders Conference and all received Play Maker Award. It is a recognised qualification, which has already impacted upon the children having the skill set and confidence to lead and deliver physical activity and sport during lunchtimes and playtimes.

Pupil Voice:

- “We learnt how to lead and work as a team. We also learnt how to be resilient and how to be active. We want to encourage physical activity and to teach them different skills”.

1,3,4	To further enhance the children’s lunchtime experience, expanding the opportunities available for physical activity and school sport for all.	1x member of staff for Sporting Ambassador training 1x full day x £220 = £220	<ul style="list-style-type: none"> • Pupil voice • MDA feedback • Sports Ambassadors voice • Observations • Staff Feedback
	<ul style="list-style-type: none"> • MDA’s to receive regular half termly training 	PE team management time for training	

- throughout the year focused on engaging the children and enhancing their experience.
- PE team members to manage sports ambassadors and playground leaders.
- Playground leader training provided by LSLSSP
- Sports Ambassador Training by LSLSSP, Sports Ambassador award completed
- Staff Run Lunchtime Club

2 full days x £220 = £440

1 member of staff
2x half an hour sessions
£20 an hour for 38 weeks
=£3800

1x afternoon per term for training sports games leaders
3 x £110
=£330

- “We learnt to be resilient leaders and to encourage others to have fun in sport. We want to encourage people by taking part in sport and to teach people new skills and for everyone to be active”.
- “We learnt how to lead and work as a team. We learnt to be resilient and to encourage others to keep active. We want to help people by teaching them different skills and helping them keep healthy”.
- “We learnt to encourage others to do sport and it also built our confidence. We want to encourage more children to do sports and to teach lots of different sports”.

Playground Leader Training: November 2019

20x Year 3 and 5 children completed their playground leader training. These are taking ownership of the playground leader lunchtimes sessions this year as an opportunity for them to become more independent, confident leaders. A timetable was compiled by the children, who felt more confident after the training about the leading lunchtime activities and encouraging more children to be active during these times.

Pupil Voice:

- “I want to help the school to **work as a team**”
- “I want to help the school by making the children active”
- “I want to help the school to **learn more sports** and be active”
- “I want to help so there are **more people being active and healthy**”
- “I want to make sure no one is **lonely** at lunchtime”

Midday Supervisor Training: February 2020

Launde midday supervisors attended an hour’s physical activity training led by the Leicester City Community Trust coach. The focus of the session was to teach a selection of simple activities that could be used to enhance pupil’s lunchtimes. The activities focussed on games that did and did not need equipment.

Midday Supervisor Initials	What did you learn at the event?	How will you what you have learnt to make lunchtimes more active?
PA	“I have learnt various ball games” “how to use different equipment like cones to be used in a variety of ways”	“I can encourage the children by showing different games at the playground”
LD	“I have learnt how to play numerous games and how to use the equipment that are in the games”	“I will show children how to play the different games and how to use the equipment”
NC	“How we can get children to interact with each other while playing”	“By playing these games with children, they will not get bored at lunch time and keep them active”
	“common knowledge amongst the lunchtime staff members, which isn’t visible enough” “be flexible with introducing the games considering health and safety issues”	“personally, I’ve learnt about various and move variety of fun games and introducing from foundation to year groups”
SF	“It’s an opportunity for the children to take some responsibility as well as having fun. It benefits their confidence as well as individuals as well as when they are part of a team”	“Give everyone the opportunity to be a team leader” “Listen to children’s ideas which would make the sessions more fun and helpful”

					<p>“what age groups the different games could be played with” “Listen to instructions and work as a team”</p>	<p>“encourage having fun and listening to instructions, watching others and learning skills”</p>																								
<p>2,3</p>	<p>Continue to develop and embed staff confidence & knowledge of PE teaching. (Continual staff CPD)</p> <ul style="list-style-type: none"> Support NQTS, RQT's and new members of staff in teaching and learning of PE-Full CPD programme. -5 members of staff CPD Dance sessions, utilise Louise Jaggard's Primary School Dance Training Implement PE skills progression sheet within the school Training related to skills progression sheet 	<p>Subject Lead management time 5x members of staff 5 days at £220 = £1100</p> <p>2 hour twilight dance training £197</p> <p>Subject Lead management 1 day at £220 = £220</p>	<ul style="list-style-type: none"> Data – impact on progress Observation process <ul style="list-style-type: none"> Observe Model next lesson Observe to see improvements Observe final time to ensure continued improvements Pupil Voice Monitoring and Evaluation forms Feedback from teachers 	<p>Teacher Training Day January 2020</p> <p>All teaching staff attended a teacher training day at Leicester City's training ground receiving CPD from the Leicester City in the Community coaches. Training focussed on an initial theory session where potential barriers to teaching PE were discussed and ideas were provided related to how they could be overcome. Following this, practical activities were taught, focussing on how lessons could be progressed and differentiated effectively to ensure that all children were being challenged thoroughly, whilst being active for as long as possible within the lesson.</p> <p><i>Teacher's Feedback:</i></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>What did you learn at the event?</th> <th>How will you apply what you have learnt to your teaching of PE?</th> </tr> </thead> <tbody> <tr> <td>SMT</td> <td>“different activities to keep active during the session” “using limited resources in different ways” “STEP differentiation to encourage all pupils”</td> <td>“lesson observations will continue to ensure children are active and they know why they are completing skills” “I will also be looking to see how many game activities are being delivered”</td> </tr> <tr> <td>FS</td> <td>“different activities to use and adapt for FS children, techniques to keep all children active and ideas for differentiation”</td> <td>“to ask children's interests and put this into PE lessons” “to keep all children active as much as possible and engaged” “to incorporate different games to develop different skills linked to the national curriculum”</td> </tr> <tr> <td>FS</td> <td>“different methods to incorporate all children into the lesson, ensuring they are active for maximum amount of time in the lesson” “how to progress a lesson using minimal resources”</td> <td>“focus each activity within the lesson through a topic that will hook the children into the lesson” “use games as progression and practise of skills”</td> </tr> <tr> <td>FS</td> <td>“ideas for motivating children that are not involved” “different ways of overcoming barriers for teaching PE” “gained a further understanding of the national curriculum”</td> <td>“incorporate some of the warm-up ideas taught” “think about potential barriers prior to planning each lesson” “use simple attack and defence ideas” “adapt some of the games learnt to use with children are my age group”</td> </tr> <tr> <td>FS</td> <td>“that any game or idea can be adapted to appropriate age group and level of children”</td> <td>“use a theme as a focus point for the lesson”</td> </tr> <tr> <td>FS</td> <td>“option to have different games going on at the same time” “Time get changed is wasted valuable PE time, so use strategies for getting the children changed quicker”</td> <td>“try to make the children as active during the lesson as possible”</td> </tr> <tr> <td>FS</td> <td>“various games for the children to play. 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					<p>“to let the children play games rather than making them wait”</p> <p>“have different abilities if needed within the class so each individual is being active to their own need/ability”.</p>
1	<p>“how to set up activities with minimum equipment and time”</p> <p>“how to change or differentiate different activities according to the task, space, equipment and people”</p> <p>“how to setup small team activities”</p>				<p>“use the games that were shown in my own lessons”</p> <p>“ensure children are active all the time”</p>
1	<p>“new warm-up activities”</p> <p>“ideas to different lessons”</p> <p>“lessons can be noisy if they are learning”</p>				<p>“use warm-up activities to begin lessons”</p> <p>“ensure lessons are appropriately differentiated”</p>
1	<p>“when teaching games use the STEP process to differentiate”</p>				<p>“Use STEP process to differentiate”</p> <p>“use some of the games we learnt and play them with the children”</p>
2	<p>“ways of differentiate use STEP (space, time, equipment, people) and how to use these principles to challenge the more able children”</p>				<p>“use the warm-up activities shown in my own PE lessons. STEP will help me differentiate more appropriately”</p>
2	<p>“importance of having all children active for as much time as possible”</p> <p>“teaching of key skills to feed into KS2 for games”</p> <p>“ways to differentiate (STEPS)”</p>				<p>“try to ensure children are moving as much as possible”</p> <p>“opportunity for physical exercise throughout the school week”</p> <p>“differentiation”</p>
3	<p>“differentiating tasks in PE depending on ability”</p> <p>“training children to get changed in appropriate amount of time”</p>				<p>“aim to use the different games while differentiating the tasks in order to motivate all children in the class”</p>
3	<p>“how to differentiate more activities in order to keep all children engaged”</p>				<p>“use the different starter activities and progress these within the lesson”</p>
4	<p>“keep the children engaged, vary the pace of the lesson”</p>				<p>“get equipment ready that will allow for different activities for the same challenge”</p> <p>“implement the games ideas”</p>
4	<p>“how to stop and discuss skills”</p> <p>“reflect on previous skills and praise”</p> <p>“how to differentiate activities to allow for challenge for all children”</p>				<p>“focus on differentiate for LA and HA children, utilising some of the games taught in the session”</p>
5	<p>“learnt how to use different warm-up activities to engage the children”</p> <p>“how to differentiate within the lesson to support less and more able children”</p>				<p>“use the different warm-ups to start the lesson and use teamwork techniques to improve this within the class”</p>
5	<p>“we learnt how to differentiate according to the STEP points, this will make sure PE is accessible to all children and all children remain active throughout”</p>				<p>“use STEP skills learned to ensure all children are active and engaged at all times”</p> <p>“I will use the look, run, avoid game within outdoor PE lessons”</p>
6	<p>“how easy it is to implement fun but strenuous ideas into PE”</p>				<p>“use the ideas to build levels of confidence in children in their activities”</p> <p>“Have a gradual level of challenge for different groups of children and abilities”</p>
6	<p>“new warm-up activities and games”</p> <p>“different ways to organise groupings and differentiate”</p> <p>“time keeping ideas”</p>				<p>“incorporate new ideas and activities into PE lessons and think about groups during main part of the lesson”</p>
6	<p>“some fantastic ideas for implementing PE with limited equipment and time”</p>				<p>“Already planned the activities in!”</p>
Cover Staff 1	<p>“how PE can be delivered effectively and having the confidence to deliver PE lessons with more freedom”</p>				<p>“ensuring all children take part and have access to the lessons”</p> <p>“adapting plans to suit the needs of my children in the class”</p>

	"how lessons can be adapted depending on ability of the individual child and differentiated"	
Cover Staff 2	"how to adapt PE lessons and think about the planning of PE using STEP." "Learnt different activities that can be used in PE teaching."	"I will use the games and adapt to suit the needs of my class using STEP"

PE lesson observations - January 2020

Year group/Context	Positives	Improvement Points and Actions to be taken
FS/Negotiating space	<ul style="list-style-type: none"> All children were active for large periods of the session. Children were excited and enjoying the session. Mini-plenaries used well to ensure that the children knew what they, they could explain what the learning objective for the lesson. Activities linked well to weekly theme, giving the children a focus. 	<ul style="list-style-type: none"> Think about how the warm-up and main activity are related, think about how one activity could be adapted into the next. How could children who sitting out for no kit or injury be incorporated into the lesson.
1/Rolling and pushing objects	<ul style="list-style-type: none"> Good use of mini-plenaries and feedback from the children Children made aware of the activities they should be completing by good clear use of voice and good standing position Good discussion of effects of exercise on the body 	<ul style="list-style-type: none"> Clear behaviour expectations need to be set, ensure that children are as active as possible to decrease the amount of time sat listening. Give children greater options of how to complete an activity, easy way for the children to self-differentiate.
2/Learn how to control the ball using the feet	<ul style="list-style-type: none"> Good use of themed warm-up, which hooked the children in. Use of "gears" to control the speed of the children, allowed for consistency across the class, all the children knew what this meant. Children were listening and well behaved, good use of behaviour management strategies and positioning of children for demonstrations. Children knew what they were doing, could explain what they were learning and what the key teaching points were to be successful. 	<ul style="list-style-type: none"> Ensure adequate challenge for all children by allowing the children to self-differentiate.

Fundamental PE Course – February 2020:

One member of staff attended a Big Moves course focussing on providing CPD for teachers related to an early intervention for children with a lack of physical skills. The teacher stated that they learnt:

Staff Voice:

What did you learn at the course?	How will you apply what you have learnt to your teaching of PE?
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				<p>"I learnt the importance of developing children's core stability and how I can do this."</p> <p>"The way in which children are addicted to screens and that we need to change this in schools and at home".</p>	<p>"I will use the program to help with children who need help in developing their core strength"</p> <p>"Also, in school be mindful of the use of ICT and screen time to limit as much as possible and to get the children active instead".</p>
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The staff member stated the need to complete this programme within foundation stage early in the year, a terms worth of indoor PE planning will be completed to be implemented within the Autumn Term for each new Foundation stage intake. This will improve core strength and physical development both fine and gross.

5	<p>Continue to embed competition at every level including internal and external competitions.</p> <ul style="list-style-type: none"> Ensure all children have access to competitions and competitive sports, chosen through curriculum sports and extra-curricular activities Active links with sports clubs/organisation s. Continue with the increase of school games competitions Link clubs and coaching opportunities to school games competitions. Increase connection between after school clubs and competitions. Ensure that after school clubs are monitored and are delivering a variety 	<p>Funding to cover staff for pre-competition training:</p> <p>Tag Rugby: £25 x 10 sessions and and comp. (1 staff member) = £250</p> <p>Hockey: £25 x 8 (sessions and comp.) x 2 (staff members) = £400</p> <p>Netball: £25 x 10 sessions and comps. (1 staff member) = £250</p> <p>Tennis: £25 x 12 sessions and comps. (1 staff member) = £300</p> <p>Athletics: £25 x 8 (sessions and comp) x 3 (staff members) = £600</p> <p>Football:</p>	<ul style="list-style-type: none"> Number of children participating in competition. Newsletter / photos / website Provide more opportunities for those currently not engaged in competitive sport and help all children achieve their potential. Provide access to a range of competition formats to offer new and exciting options Pupil voice Greater competition success – more teams at school's games championships in June 	<p>December review: Competitions: School Games Level 2 Sept 2019– June 2020</p> <table border="1"> <thead> <tr> <th>Competition</th> <th>Information</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Boys Danone Cup Football Competition</td> <td>10x Y5-6 boys played in 3 matches, winning 1, drawing 1 and losing 1.</td> <td>Team finished 3rd out of 9 teams, narrowly missing out on the final.</td> </tr> <tr> <td>Y5/6 Quicksticks competition</td> <td>4x Y5/6 boys and girls played 3 games, winning 1, drawing 1 and losing 1.</td> <td>Team finished 7th of 9 teams.</td> </tr> <tr> <td>Y3/4 Quicksticks</td> <td>4x Y3/4 boys and girls played matches, losing 2 games and drawing 1</td> <td>Team showed great determination and excellent togetherness in defending</td> </tr> </tbody> </table> <p>Country: 25 KS2 children competed in a solo cross-country race, two other races cancelled due to weather, same number of children would have competed in these races. Cross-country has allowed the children to develop determination, resilience and a personal competitive attitude, whilst competing as a year group for the overall trophy. In that race, one Year 6 girl came third and one Year 6 boy came second. All other children completed their race showing the determination and resilience previously mentioned.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>6</td> </tr> <tr> <td>4</td> <td>4</td> <td>3</td> <td>7</td> </tr> <tr> <td>5</td> <td>3</td> <td>3</td> <td>6</td> </tr> <tr> <td>6</td> <td>3</td> <td>3</td> <td>6</td> </tr> <tr> <td>Total</td> <td>13</td> <td>12</td> <td>25</td> </tr> </tbody> </table> <p>Launde Football Team:</p> <table border="1"> <thead> <tr> <th>Competition</th> <th>Opposition</th> <th>Result</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Oadby and Wigston Cup</td> <td>Brookside</td> <td>Won 5-0</td> <td>Progress to the next round of the cup. Increase in competitive nature and pride in victory.</td> </tr> <tr> <td>Leicester Schools Celsian Cup</td> <td>Holy Cross</td> <td>Drew 2-2 Lost on pens</td> <td>Played and competed against a very competitive and strong opponent. Showed excellent teamwork and support to each other when things weren't going well in game.</td> </tr> </tbody> </table>	Competition	Information	Impact	Boys Danone Cup Football Competition	10x Y5-6 boys played in 3 matches, winning 1, drawing 1 and losing 1.	Team finished 3 rd out of 9 teams, narrowly missing out on the final.	Y5/6 Quicksticks competition	4x Y5/6 boys and girls played 3 games, winning 1, drawing 1 and losing 1.	Team finished 7 th of 9 teams.	Y3/4 Quicksticks	4x Y3/4 boys and girls played matches, losing 2 games and drawing 1	Team showed great determination and excellent togetherness in defending	Year Group	Boys	Girls	Total	3	3	3	6	4	4	3	7	5	3	3	6	6	3	3	6	Total	13	12	25	Competition	Opposition	Result	Impact	Oadby and Wigston Cup	Brookside	Won 5-0	Progress to the next round of the cup. Increase in competitive nature and pride in victory.	Leicester Schools Celsian Cup	Holy Cross	Drew 2-2 Lost on pens	Played and competed against a very competitive and strong opponent. Showed excellent teamwork and support to each other when things weren't going well in game.	Cross
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	<p>of sports at a high level.</p> <ul style="list-style-type: none"> • Different Key Stage Sports Days • Termly network meetings to arrange sporting events. 	<p>£25 x 25 (sessions and matches) x 3 (staff members) = £1875</p> <p>Cricket: £25 x 8 (sessions and comps) x 3 (staff members) = £600 Total: £4275</p> <p>Subject Lead Management Time: 2 full days x £220 = £440 (support club session planning)</p>		<table border="1" data-bbox="1093 36 2018 240"> <tr> <td>Oadby and Wigston League</td> <td>Brocks Hill</td> <td>Lost 3-1</td> <td>Team showed perseverance and determination in the second half after not playing as well in the first half</td> </tr> <tr> <td>Oadby and Wigston Cup</td> <td>Glen Hills</td> <td>Drew 1-1 Lost on pens</td> <td>Showed skill and determination and supported the other members of the team when they missed penalties.</td> </tr> </table> <p>Gifted and Talented Sessions: Two year 6 children attended the gifted and talented session in November. These children were chosen because they were judged to be talented in one or more areas of sport. During the session, the children completed a selection of physical skills and activities, measuring their performance throughout. They felt an increased amount of confidence and self-belief, pride in being chosen to take part and cooperation from the team-based activities they also completed</p>	Oadby and Wigston League	Brocks Hill	Lost 3-1	Team showed perseverance and determination in the second half after not playing as well in the first half	Oadby and Wigston Cup	Glen Hills	Drew 1-1 Lost on pens	Showed skill and determination and supported the other members of the team when they missed penalties.
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1,2	<p>Embed Interventions linked to health, mental health and wellbeing. Ensuring equal opportunities to clubs for vulnerable pupils</p> <p>Focus: Pupil Premium and Special Educational Needs Children</p> <ul style="list-style-type: none"> • Busybodies pre-school club • Funding used to provide opportunities and support for vulnerable pupils. • Funding used to support staff CPD to impact on supporting emotional wellbeing of pupils • Inclusion Activities in Summer Term 	<p>Busy Bodies club (2 members of staff) £684</p> <p>One staff member cover for Change4Life festival: ½ day cover: £110</p> <p>Primary GALs: Club subsidiary to cover extra sessions: £250</p> <p>Primary LADs: Club subsidiary to cover extra sessions: £250</p>	<ul style="list-style-type: none"> • End of term data • Newsletter/web site • Staff discussions • Review of attendance at clubs 	<p>December review: Busybodies: September to December 2019 9 children attend the busybodies session every morning from 8.30 to 8.50am. Three days a week focus on the development of fine motor skills and two days have a gross motor skill focus. Children have been specifically chosen with the aim of improving these skills.</p> <p>Staff Voice:</p> <ul style="list-style-type: none"> • “Big improvements are seen in their fine motor skills and their balance and coordination. The biggest improvements though come in their social skill development. At the start they would not speak to each other, so their communication has really improved. We have one boy who would just stand at the side with his arms crossed and now he can work collaboratively with his friends and share but these are improvements seen in all of them”. <p>Change4Life Festival: November 2019 Eight year 3 and 4 children attended the Change4Life festival with the focus of providing a fun and active morning, which encouraged them to enjoy being active and healthy. Their teachers, who felt that needed a confidence boost when completing physical activity, chose these children. The teacher who attended stated children enjoyed taking part in new and exciting activities and meeting other children. She felt that it would encourage children to bring that desire for sport back to school, as a result all children were invited to an afterschool club in the Spring term that built upon the principles taught at this festival.</p> <p>Following the Change4Life festival, six of the eight children who attended took part in afterschool clubs in the Spring Term.</p> <p>Pupil Voice</p> <ul style="list-style-type: none"> • “I enjoyed the event because my friends were there and because it inspired me.” • “I enjoyed the day because there were lots of fun things to do.” <p>Primary Girls Active Lifestyles Programme: Spring Term 2020 10 girls were invited to undertake the Primary GALs project. Girls completed 10 weeks of after-school dance with a specialist dance coach with the aim of encouraging increased</p>								

	<ul style="list-style-type: none"> Big Moves and Energise Clubs in Spring Term 			<p>physical activity and desire to complete more sport. The girls attended the Primary GALS day completing different sports, such as dodgeball, martial arts and archery, participating alongside other schools from the surrounding area.</p> <p><i>Pupil Voice</i></p> <ul style="list-style-type: none"> “I enjoyed the day because the activities I did were very enjoyable and I got to spend time with my friends. I want to ask the school to do more indoor PE.” “I enjoyed the event because I got to try out mostly new fun sports”. “I learnt that you make friends no matter where you are. I want to do more clubs like this” <p>Big Moves Programme: Spring Term 2020 10x Y1 and 2 children completed a 6-week big moves programme. Children were highlighted by their class teacher as needing specific fine and gross motor skill development. After the programme, class teachers reported an “increased confidence and desire to complete PE related activities”. Within PE lessons, the children showed “greater control over their gross motor skills”.</p> <p>Energise Club Programme: Spring Term 2020 10x Y3-4 children completed energise club for 8 weeks. The focus of these sessions was to encourage the children to have a greater understanding of the benefits of physical activity and eating healthily. All children have stated they have enjoyed completing more physical activity and feel they have a better understanding of how to live a healthier lifestyle.</p>																								
4, 5	<p>To increase physical activity in pupils throughout the working day</p> <ul style="list-style-type: none"> Active Month Provide staff with increased opportunities and ideas for keeping children active Active Travel Key Stage Sports Days Parents involved through newsletters and weekly Friday coffee morning information sessions 	<p>Active Month £200 per month x 11 = £2200</p>	<ul style="list-style-type: none"> Staff feedback Pupil voice Increased club participation Increased competition success 	<p>December review: Active month has continued this year. We have covered running, cycling/scooting and dancing this term. Feedback from parents is that they enjoy the focus activities. These also linked to national initiatives to increase the focus such as National Cycle Week. Coffee morning themes for parents are focussed on the active month theme once a month which has enabled parents to become involved. Staff in some year groups have taken their children out for ‘active’ sessions.</p> <p>Active Travel Month March was Active Travel month at Launde. Children were inspired to take part in Active Travel Month through a series of assemblies, explaining the benefits of travelling actively. Each class completed an Active Travel Poster throughout the month, tracking the number of children who travelling in an active way, either walking, biking or scooting. Active Travel Month was completed for 15 days.</p> <table border="1" data-bbox="1088 1187 1783 1503"> <thead> <tr> <th>Class</th> <th>Number of children actively travelling</th> <th>Percentage of class actively travelling</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td>281 (out of 390)</td> <td>72.1%</td> </tr> <tr> <td>FS</td> <td>318 (out of 450)</td> <td>70.7%</td> </tr> <tr> <td>FS</td> <td>289 (out of 450)</td> <td>64.2%</td> </tr> <tr> <td>Y1</td> <td>255 (out of 450)</td> <td>56.7%</td> </tr> <tr> <td>Y2</td> <td>291 (out of 390)</td> <td>74.6%</td> </tr> <tr> <td>Y2</td> <td>333 (out of 360)</td> <td>92.5%</td> </tr> <tr> <td>Y2</td> <td>374 (out of 450)</td> <td>83.1%</td> </tr> </tbody> </table>	Class	Number of children actively travelling	Percentage of class actively travelling	FS	281 (out of 390)	72.1%	FS	318 (out of 450)	70.7%	FS	289 (out of 450)	64.2%	Y1	255 (out of 450)	56.7%	Y2	291 (out of 390)	74.6%	Y2	333 (out of 360)	92.5%	Y2	374 (out of 450)	83.1%
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				Y5	136 (out of 450)	30.0%
				Y5	180 (out of 360)	50.0%
				Y5	240 (out of 390)	61.5%
				Y6	190 (out of 450)	42.2%
				Y6	240 (out of 450)	53.3%
				Y6	324 (out of 450)	72.0%
					Average Percentage	68.4%

5,4,1	<p>To increase the participation in extra-curricular sporting activities:</p> <ul style="list-style-type: none"> To further extend the breadth of physical activity through extra-curricular clubs To continue to track and monitor impact to ensure increased participation through targeted groups To continue to respond to pupil's interest when planning extra-curricular activities Conduct pupil survey to develop clubs that interest and engage the pupils 	<p>Club subsidiary to ensure clubs take place if low take up £200</p>	<ul style="list-style-type: none"> Data analysis Monitoring of clubs Pupil survey 	After-School Club Attendance: Sept 2019– April 2020		
				<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #00aaff; color: white;"> <th style="width: 15%;">Target</th> <th colspan="2">Evidence</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Engage pupils in extracurricular sporting and physical activity each week.</td> <td colspan="2"> <p>Autumn Term Clubs: Total 228 Children engaging in extra-curricular activities each week</p> <p>Tennis – Y3-6 – 15 children Dance – Y3-6 – 16 children Girls Football (LCFC)- Y4-6 – 16 children Skipping – Y2-6 – 14 children Football – Y3-4 – 19 children Football – Y5-6 – 13 children Dodgeball – Y3-4 – 10 children Basketball – Y5-6 – 12 children School Football team (boys) – Y5-6 – 13 children School Football team (girls) – Y5-6 – 10 children</p> <ul style="list-style-type: none"> Lunchtime obstacle course intervention – 3 classes every week 90 children per day <p>Spring Term Clubs: Total 273 Children engaging in extra-curricular physical activity each week</p> <p>Dance (Primary GALs) – Y6 – 8 children Big Moves Club – Y1-2 – 10 children Energise Club – Y3-4 – 10 children School Football team (boys) – Y5-6 – 13 children School Football team (girls) – Y5-6 – 10 children Tag Rugby (staff led) – Y3-4 – 12 children Netball (staff led) – Y5-6 – 15 children Football – Y2 – 9 children Football – Y3-4 – 19 children Football – Y5-6 – 6 children Tennis – Y3-6 – 16 children Dance – Y3-6 – 12 children Girls Football (LCFC)- Y4-6 – 7 children Skipping – Y2-6 – 20 children Fencing – Y3-6 – 16 children</p> <ul style="list-style-type: none"> Lunchtime obstacle course intervention – 3 classes every week 90 children per day </td> </tr> </tbody> </table>	Target	Evidence
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