



Mawsley Community Primary School			Academic Year: 2020-2021		
School Vision: <i>“Our desire is to create a safe, happy and motivating environment where children are able to develop their knowledge and skills, make good progress and achieve high standards through shared expectations.”</i> <i>Michelle Harris – Head Teacher</i>					
Key Indicator 1: Engagement of all pupils in regular physical activity					
School Focus/Planned impact on pupils	Actions to achieve	Funding	Evidence and Impact	Actioned by	Next Steps
To increase pupil’s participation in physical activities during outdoor break and lunchtimes.	<p>Purchase interactive screen for the playground to present exercise videos and games.</p> <p>Subject leader to organise more playtime markings to be added to the playground.</p>	<p>£6,000</p> <p>£2,395</p>	<p>On going.</p> <p>Range of motion and movement skills offered via markings, such as running track.</p> <p><i>‘I really love using the mile track because it can keep you fit and helps my mental health. If I run 18 laps, I know that is one mile. My best time is 8min 32seconds. I’m trying to beat this at athletics club.’</i></p> <p><i>‘I like using the standing long jump at playtimes and some children use it at athletics. It good to try and beat your personal best.’</i></p>	July 2021	<p>Assign a TA to support a ‘wow playtime activity.’</p> <p>Assign a Sports apprentice to deliver a sports game at lunchtimes.</p> <p>Work closely with lunchtime team to plan more activities and challenges to promote physical exercise at playtimes.</p>



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To increase pupil's participation in physical activities during indoor wet break and lunchtimes	Classes adopted programs such as Go Noodle during wet breaks and playtimes indoor games such as table football and speed stacking.	£768	We have seen more children involved in activity, less conflict during breaktimes. Opportunity to include all children within break and lunch times. Children have been seen taking part in speed stacking, boccia, table tennis, chair yoga during wet breaks.	October 2020	Explore a designated area for the children to go where they can be more physical activity during playtimes.
To monitor, audit and order P.E. equipment in relation to core assessment tasks to ensure high quality provision of P.E. Additional equipment to be purchased in relation to Covid-19 for bubbles.	Complete an audit of needs Obtain quotes for new equipment – Hoops/cones/goals Audit after curriculum has been revised to suit our current class structure. Specialist equipment purchased to help support the delivery of Real PE.	£4,366	Improved quality of teaching. Raised achievement Progression in P.E. Reduce risk of covid-19 – minimal bubbles had to isolate.	July 2021	Continue to monitor PE equipment and send out survey to staff to ensure they all the resources they need to deliver high quality lessons.
Service of equipment already in school		£850			
Provide a wide range of sporting activities in before and after school clubs as well as playtimes and lunchtimes	Purchase school scooters to be used during playtimes and as part of an extra curricular club. Arrange a scooter tasting day to	£3,600	Equipment purchased but delayed due to Covid-19 Evidence will be seen in September 2021.	October 2021	Arrange a Skateboard and Scooter day for early September to give all the children a chance to participate in Skateboarding and Scootering. Then to make it more sustainable, offer a skateboarding and scooter extra-curricular club. Arrange a Scooter activity as a lunchtime 'wow activity'.



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	<p>encourage children to sign up to the extra curriculuar club. Reach out to local community to encourage children to take up scooting as part of a club out of school or to use a scooter as a hobby.</p> <p>Send staff member on Boxercise training and purchase boxercise equipment for an extra curricular club.</p> <p>Purchase playtime equipment to be used at playtimes and lunchtime. Purchase enough equipment for class bubbles due to covid-19</p>	<p>£687</p> <p>£2,204</p>	<p>Children have class bubble playtime boxes. Children can be seen to be playing with a wide variety of equipment at playtimes and lunchtimes.</p>		<p>Arrange a staff demonstration in assembly and offer an extra-curricular boxercise club.</p> <p>Work with Lunchtime team, Playtime TA and apprentice about activities and equipment on offer to the children at playtimes and lunchtimes. PE subject leader to carry out playtime and lunchtime observations. Subject leader to work with class teachers and lunchtime teams on identifying key children, who are reluctant to be active during playtimes and lunchtimes, set up a target group for these children to monitor their activity levels in school.</p>
<p>To ensure disadvantage families are supported with PE uniform to aid inclusion.</p>	<p>Class teachers to identify any children/families who need further support</p>	<p>£125</p>	<p>All identified children were given school PE uniform to wear for PE. <i>'I really like my new PE. I feel really sporty.'</i></p>		<p>Subject leader to work with DHT, PP Governor, home support worker and Class teachers to identify any children, who require additional support.</p>



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	to help with PE uniform.		<i>'I like wearing the same as my friends. We look like a team.'</i>		
To offer EYFS children opportunities to develop their gross motor and coordination skills at playtimes and throughout the school day.	Purchase EYFS bike to help develop gross motor skills in EFYS.	£1,500	EYFS team reported that the bikes are used daily and encourage the children to use different skills for different bikes. <i>'Great because it's big and there's lots of room for everyone. We can make it go really fast'</i> <i>'The low down bike is funny because you have to pedal it just with your legs'</i>		Discuss with EYFS any times when the bikes are not in use and arrange a timetable for Year 1/2 children to use to at playtimes/lunchtimes.
Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement					
School Focus/Planned impact on pupils	Actions to achieve	Funding	Evidence and Impact	Actioned by	Next Steps
TA/coordinator intervention - to run gross motor skills intervention and Self-esteem intervention with children who have been identified as significant wellbeing concerns. Movement programme, SAQ and fundamental movement with SEN and children who are not working at the year group expectation.	Time for PE lead and SENCO to assess and develop plan to aid intervention. Cost for intervention to run and external coaches to come up work with identified children.	£300	We saw improved pupil strength and stamina (agility, balance and co-ordination) Improved behaviour and engagement in P.E. Improvement of skills – focus, concentration, coordination, handwriting, ball skills. We saw an improvement in attendance with key children who were	July 2021	Review wellbeing date with PSHE lead and SENCO and consider carrying on intervention for any other children, who require urgent support.



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			identified and increase in engagement.		
Development of PE vocabulary throughout the school.	Vocabulary included within vocabulary lesson and through lessons by pupils and adults. Vocabulary reviewed termly by subject leaders.	£200	Children have been able to confidently use relevant sports vocabulary both within and outside of their PE lessons. Evidence collected in pupil voices and vocabulary monitoring.	July 2021	Subject leader to continue to monitor the use of PE vocabulary throughout the school to ensure it is progress and embedded.
Development of visibility of school curriculum driver 'diversity' across school through use of reading power ups.	Allocate time for PE and PSHE leads to create year group reading power-up that ensure all equality groups are represented throughout the school.	£200	All teaching staff have a bank of diverse reading power ups that link to sports being taught in their year group. Children have been able to articulate acceptance and tolerance for a wide range of equality groups and reference specific sports personalities.	July 2021	Subject leader to collect PE power-ups form all year groups at the end of every term. Monitor the effectiveness of reading power ups through pupil voices. Monitor that power ups are progress through each year and contain knowledge, diversity and challenge for the children.



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<p>Development of children's wellbeing and increment in promoting of healthy lifestyle choices.</p>	<p>Head teacher to appoint leaders to implement a Healthy Lifestyles Project (TLR3)</p> <p>"clearly time-limited school improvement projects, or one-off externally driven responsibilities".</p> <p>Money to be used to resource and support Healthy Lifestyle Projects.</p>	<p>£700</p>	<p>Children will be aware of practices that encourage longevity within the school ethos and their lives.</p> <p>77 children across the school took part in an extra curricular Healthy Choices quiz across the school.</p> <p>54 children across the school attended an extra curricular 6 week healthy lifestyle Zoom, where they explore healthy eating and nutrition.</p> <p>Whole school engaged in BNF Healthy Eating Week.</p> <p>The week was tailored to the importance of hydration as this was an area of development in the children's understanding across the school.</p> <p><i>'I enjoyed learning about hydration. I learnt that you need to drink 6-8 cups of water a day. I also learnt that feeling thirsty is the first part of knowing you are dehydrated.'</i></p>	<p>July 2021</p>	<p>Arrange a healthy eating exercise and nutrition extra-club will be set up and delivered.</p> <p>Arrange a whole school healthy lunchbox competition to help children's understanding of nutrition.</p> <p>Subject leader to organise school to take part in Healthy Eating Week.</p>
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<p>Promotion of children's supporting success.</p>	<p>Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies.</p> <p>Purchase individual medals for sports day winning team.</p> <p>Purchase trophy case to display school's sporting achievement.</p>	<p>£1,223</p>	<p>We have seen children show external motivation to take part and compete in sport.</p> <p>Children took part in lockdown sporting challenges and were awarded medals for their participation.</p>	<p>July 2021</p>	<p>Explore opportunities for children to be awarded with Personal Best Sporting achievements to recognise their efforts and progress.</p>
<p>To develop children knowledge and understanding of sports and sports role model through reading.</p>	<p>Purchase a range of sporting books (where appropriate Accelerated Reading books) for classrooms and library.</p>	<p>£1,200</p>	<p>Children will be able to read and quiz on a range of sporting books both fiction and non-fiction. Children will be able to confidently discuss sporting links from books and apply in their PE lessons and other sporting opportunities. Children's knowledge of sports and sporting role models is widened and diversified.</p> <p><i>'I read Blade Runner. It was about a man who had a prosthetic limb to help him run. I got to know the benefits of having it. I originally thought it would be horrible to not have a leg but he was resilient and made the best out of it. I feel quite lucky now when I think about how easy it is for me to run in PE. I</i></p>	<p>July 2021</p>	<p>Monitor children's AR quizzes to see how much they are reading non-fiction sporting books. Give teachers books related to the sport specific topic they are learning in school. Prize awarded for children who read a book/pass quiz about the Sport in which they are learning. Collect pupil voice about how this has influenced of their understanding/learning in the lesson.</p>



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			<i>want to watch him run at the Olympics. He is very inspiring'</i>		
Key Indicator 3: Increased confidence, knowledge and skills in teaching PE and Sport					
School Focus/Planned impact on pupils	Actions to achieve	Funding	Evidence and Impact	Actioned by	Next Steps
All lessons to continue to be at least good. To provide a challenging and varied curriculum.	<p>PE subject lead to plan and carry out a series of lesson observations to monitor the quality of teaching.</p> <p>P.E. lead to attend meetings and conference to stay up to date on developments in P.E and keep staff up to date.</p>		<p>Competent and confident staff Enhanced quality of teaching and learning Improved standards and expectations Progression in P.E. (particularly fundamental movement and gymnastics) Improved pupil attitude to P.E. Improved pupil strength and stamina (agility, balance and co-ordination) Improved behaviour and engagement in P.E.</p>	July 2021	<p>Send staff survey monkey to all staff to gage their confidence levels any any, who feel they would benefit from training.</p> <p>Send identified members of staff on training.</p> <p>Provide specialists to support staff in delivering lesson.</p>
All teachers to continue to benefit from working alongside the PE specialist to increase their subject knowledge and improve their delivery of PE.	Selected teachers are timetabled at different times of the year to work alongside the PE specialist and experience the teaching of different activity areas e.g. invasion, gymnastics, striking and fielding, etc	£100	Restricted due to Bubbles.	July 2021	Carry forward to next academic year.



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All teacher are up to date with the latest impact of covid-19 with regards to PE.	Subject lead to create a tea break guide to send out to all staff about the impact within PE at Mawsley.	£100	Teachers were able to successful use suggestions when delivering PE lessons.	September 2020	Continue to monitor government restriction - subject leader to communicate to staff.
Development of staff skills and expertise in a sustainable way to improve outcomes for all pupils in PE and sports.	Arrange for external trainers to come into school to deliver and work with selected members of staff.	£200	External cricket coach supported year 3. Class teachers feedback to subject lead about 5 takeaway points.	July 2021	Provide specialists to support staff in delivering lesson.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils					
School Focus/Planned impact on pupils	Actions to achieve	Funding	Evidence and Impact	Actioned by	Next Steps
To improve school's swimming attainment	All pupils in year 5 to access high quality swimming lessons off site. Non-swimmers in Year 6 to access high quality swimming lessons off site. Arrange transportation for children to attend off site swimming lessons.	£100	Swimming limited due to swimming pools closed to Covid-19. Children in year 5 had 4 weeks swimming lesson in Summer 2. At the end of the 4 weeks, 20 children, in year 5, were identified as being non-swimmers.	Carried forward to 2021-2022	Explore local swimming pools and offer swimming to all pupils in year 3, 4 and 5 as well as addition swimming time to non-swimmers in year 6 (20 non-swimmers). Email parents of Year 6 non-swimmers and children in year 3, 4 and 5 with information about external swimming lessons.



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	Arrange addition swimming time with local swimming pool for non-swimmers in Year 6 to attend.				
To increase children's knowledge and skills of bike road safety.	Subject leads to arrange for children in Year 6 to take part in Bikeability.	£396	Children took part in Bikeability and increase their knowledge and skill of bike and road safety.	July 2021	Arrange for year 6 children in the new academic year to take part in Bikeability.
Key Indicator 5: Increase participation in competitive sport					
School Focus/Planned impact on pupils	Actions to achieve	Funding	Evidence and Impact	Actioned by	Next Steps
To increase participation of internal competitive sporting opportunities.	Subject leaders to organise and internal sports competitions. Pay additional support staff to assists with the running and delivery of Sports Da.	£250	All children will be able to take part in sporting opportunities. Children will be able to reflect and recall sporting competitive opportunities.	July 2021	Join School Sports Partnership for competition opportunities. Arrange with local school extra sports opportunities. Arrange internal sports competition as individuals and in house teams.

Total spend: £27,435

Carryover: £5,065



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