



Sports Premium Report

2019- 2020

The following report explains how we have spent the Sports Premium in 2019 - 2020 and the impact that it has had on school.

Aim	
<p>Caedmon Primary School uses the funding to make additional and sustainable improvements to the quality of PE and sport. This means that we use the Primary PE and Sport Premium to:</p> <ul style="list-style-type: none"> • develop or add to the PE and sport activities that your school already offers • build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years 	
<p>It is expected that schools will see an improvement against the following 5 key indicators:</p> <ol style="list-style-type: none"> 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 a whole school improvement. 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sport. 	
Key Achievements	
<ol style="list-style-type: none"> 1. Fundamental movement skills (FMS) curriculum ensured children were very strong in the foundations of movement and activity. 2. Tough Mudder was a success, engaging the community and children in physical activity together. This was a successful fund raiser. 3. Won the Netball cluster finals. 4. Sports Ambassadors were brilliant at delivering activities and creating their own activities. 5. Qualified for 3 Tees Valley Finals. 6. Successful gross and fine motor intervention groups. 7. Ran 3 successful academy trust events (3 in conjunction with Outwood Normanby) 	
Total fund allocated	£18,370

Total money spent		£26,043	
Physical Education			
Specific Objectives	Actions to achieve:	Evidence and impact:	Key Indicator
Develop pupils' strength and core stability to improve handwriting, gross/ fine motor skills and overall fitness.	<p>To deliver high quality strength & conditioning and core stability exercises in PE.</p> <p>Intervention groups to be led by Mr Collantine and Sports Ambassadors to develop strength and core stability. These will be led at lunchtime for EYFS and KS1&2.</p>	<p>Children's posture and fine/gross motor skills improved. This is evident with specific children showing improved handwriting and their ability to hold themselves upright when standing and sitting.</p> <p>Strength & conditioning exercises are delivered at the start PE lessons and the children's technique has greatly improved.</p> <p>Sports Ambassadors developed their leadership skills and are confident delivering core exercise to younger pupils.</p>	1,2
Develop pupil's physical literacy with an emphasis on cognitive capabilities.	<p>In PE Mr Collantine will create an emphasis on cognitive challenges for the children. Children will be stretched on the decision making to think, understand and know how and when to perform movement skills or specific tactics.</p> <p>Develop children's tactically awareness by exposing them to a variety of game situations using a broad range of equipment.</p>	<p>Children started to display a good understanding of what tactics to use and why to use them, when playing team games. Children worked independently and as groups effectively to improve their tactics in games. Children started to become confident at analysing performances and giving feedback to their peers.</p> <p>This will improve their success in team games in PE and school sports competitions.</p> <p>This evaluation was cut short due to Covid-19.</p>	1,2,3

	Children to develop independence, by creating their own games and rules both individually and as a group.		
Develop pupil's physical literacy with an emphasis on enhancing their social skills.	<p>Mr Collantine will create an emphasis on developing social skills in PE by implementing class and group challenges into lessons. This will stretch children's collaboration and communication.</p> <p>Children will engage in more team games in PE.</p> <p>Children will complete peer/ group assessments more frequently to help establish how to improve team work and gain confidence in giving verbal feedback.</p>	<p>Developing social skills in PE with team challenges was a fantastic addition to PE lessons. To start with, team challenges were not being complete and arguing and conflict was present in most lessons. Children displayed huge progress as conflict started to decrease, team work and collaboration improved, as a result challenges were passed frequently. Children learnt working together, communicating effectively and motivating each other was an integral part of being successful.</p> <p>Evidence of this was in a particular year group, when conflict occurred during many lessons. They could not communicate effectively resulting in arguments and failing tasks. Leaders started to appear, taking control of the task, delegating roles to individuals, solving any conflict and identifying pupils strengthens. It was fantastic to see their progress.</p> <p>Peer and group assessments were cut short due to Covid-19.</p>	1,2,3
Further develop the impact of Playground Leaders and the Sports Ambassadors	<p>Sports Ambassadors will create newsletters and reports on competitions for parents.</p> <p>Playground Leaders and Sports Ambassadors will plan and deliver</p>	<p>The Sports Ambassadors produced the content to go into termly newsletters to inform parents of PE and school competitions and festivals.</p> <p>Sports Ambassadors and playground leaders increased their confidence when delivering</p>	1,2

	<p>academy trust sporting events and sports week activities.</p> <p>Sports Ambassadors to deliver an after school club.</p>	<p>activities. They were able to use loud clear voices, behavior manage and give positive and constructive feedback to their participants. This was evident when they were leaders for the Academy Trust festivals as they were very good at organising the activities, delivering them and coaching the children. Staff members from other schools had very positive feedback about them.</p> <p>The Sports Ambassadors delivered a very successful after school club to Reception with guidance from Mr Collantine. They had 20 children and each week they all loved it. Their after school clubs were focused on FMS.</p>	
<p>Build a strong relationship within the Academy Trust and continue to build on the success of last year's festivals.</p>	<p>Run 3 Academy Trust festivals throughout the year. Using the Sports Ambassadors and playground leaders to help organise and deliver them.</p> <p>Run an inter-house competition between the four schools in Netball.</p>	<p>The Academy Trust events were a huge success. A KS1 and KS2 festival was delivered, to help improve their physical literacy skills. Feedback was fantastic from the children who participated and staff from other schools.</p> <p>This did not go ahead due to Covid-19</p>	
Healthy, Active Lifestyles			
Specific Objectives	Actions to achieve:	Evidence and impact:	Key Indicator
Develop pupils' understanding of macronutrients,	<p>Mr Collantine will deliver this in PE lessons.</p> <p>Children to learn basic food groups and</p>	<p>Children gained knowledge of the different food groups, why they are important and what they do for our body.</p>	1,2

<p>micronutrients vitamins and minerals.</p>	<p>what each group does for our body.</p>	<p>KS2 pupils developed an understanding of macronutrients, micronutrients, vitamins and minerals. Children are able to identify which food is from which food group.</p> <p>Children developed an understanding of the benefits of carbs, protein and fats for the body.</p>	
<p>Develop pupils' understanding of a healthy active lifestyle and the importance of physical activity.</p>	<p>Deliver a whole school assembly.</p> <p>Teach the children the importance of physical activity & good hygiene.</p>	<p>Mr Collantine delivered a whole school assembly on leading a healthy, active lifestyle. Children learned the importance of physical activity, how long we should exercise each week and the benefits of physical activity on their lives in the present and future. Children learned the importance of good hygiene.</p>	<p>1,2</p>
<p>Further develop pupils' confidence, resilience and positive thinking.</p>	<p>Positive mind management will be implemented into PE lessons to help children develop their positive thinking, resilience and self-belief.</p> <p>Children will be shown real life examples of people achieving success against the odds, how overcome barriers, what values they will need and how to build a growth mind-set.</p>	<p>Pupils developed their understanding of resilience, positive thinking and self-belief. Pupils gained knowledge of why these characteristics can benefit their life.</p> <p>This was cut short due to Covid-19.</p>	<p>1,2</p>
<p>Children to get active with their parents/ carers to help form physical activity habits and to help develop the community of Grangetown</p>	<p>Mr Collantine will run an after school club for children and parents to participate in physical activity together.</p>	<p>The get active after school club with the children and parents was a huge success. The club started with 4 different families and built up to 15-17 families consistently coming each week.</p>	

to lead a Healthy Active Lifestyle.		Parents had some great success, some with weight loss, some with building confidence to wear t-shirts rather than hoodies all the time and one person who gave up smoking.	
Develop children's biking skills	Deliver a bike ability after school club to develop children's bike skills.	Didn't happen due to Covid-19.	
Competitive School Sport			
Specific Objectives	Actions to achieve:	Evidence and impact:	Key Indicator
Ensure every pupil participates in a competitions or a festivals. Enter a A,B and C team in the competitions.	Use the participation tracker to track which pupils have attended a competition or festival.	Not a full evaluation due to Covid-19	5
Increase the success of school teams at sporting competitions.	Deliver a skills based curriculum, which will enable children to access different sports and be confident competing in them. Run after schools clubs, which are competition focused. Take an A, B and C team to the competitions.	The skills-based curriculum was very effective in producing better performances at competitions. Full evaluation could not be completed due to Covid-19	1,2,5
Increase competitive sport in school.	P.E. lessons will involve competitive core tasks to gauge progress.	Increasing competitiveness in PE lessons has been fantastic for the development of the children and their competitive nature and performance levels. Pupils have a greater desire to win when playing team games,	

Run an intra-house competition.	Mr Collantine and the Sports Ambassadors will run an intra house competition with the whole school.	encouraging each other to perform better and to win. This is great for their overall all attitude towards sport, school and life. This will help them strive for greater results. Full evaluation could not be completed due to Covid-19.	
Develop pupils' leadership and management skills.	Mr Collantine and the Sports Ambassadors to arrange intra house competitions, challenges and events for children at Caedmon. Nominate team captains from each year group. Children given leadership opportunities in PE.	Children were given leadership opportunities in PE, by leading the warm up or main activity. This was in all year groups. Children's confidence levels improved dramatically, with children from all year groups either as individuals or groups able to confidently use a loud voice and stand in front of their peers and display an activity. Full evaluation could not be completed due to Covid-19	

Swimming

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%