

**Meadlands Sports Premium Plan 2019– 2020**  
**PE & Healthy Living Leader: Josh Penberthy, Sport Governor Link: Richard Smith**



Key achievements to date, taken from review of premium spend 2019-2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Achieved the Gold Sports mark for third consecutive year, demonstrating that sport has a high profile and is valued across the school.</li> <li>Increased participation in all clubs (data shows that in 2017 – 18 there were 212 attendees and 2018 – 19 285 attendees, 34% increase).</li> <li>Notable increase in numbers of children participating in basketball clubs (in 2017 – 18 there were 4 attendees and in 2018 – 19, 17 attendees 325% increase), impact of which pupils took part in borough competition coming 3<sup>rd</sup> place.</li> <li>Increased involvement in tournaments; all KS2 children competed in a football competition against a local school.</li> <li>Pupils have represented the school 156 times across KS2 when they have been involved in competitive sport or festivals (children may have represented the school in more than one event). This is over a range of sports; Basketball (16), Cross Country (8), Football (43), Rugby (10), Athletics (24), Dance (30), Netball (14) and Swimming (11).</li> <li>Following consultation with pupils and parents, introduction of new PE kit, fit for all weathers and sports but also looks smart and increases pride.</li> <li>Successful PE and Healthy Living week, including Super Learning Days focusing on mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment of Early Years outdoor space and MUGA in Key Stage 1 and 2. Ongoing project 2019-2021</li> <li>Implementations of updated PE curriculum ensuring all PE lessons are nothing less than good.</li> <li>Development of the curriculum intent for swimming; aim to introduce water sports to the PE curriculum.</li> <li>Partnership with Junior Leaders reviewing playground trends and pupil interests. (Continue in 2020-21)</li> <li>Partnership with Junior Leaders, House captains and club role models to design inter-school competitions and school selection process for externally run competitions. (Carry over to 2020-21)</li> <li>Provide publications and recommendations for external providers and sports clubs run locally as well as support for families to attend clubs. (Carry over to 2020-21)</li> <li>Increase activity throughout school day, using sporting events calendar to increase popularity and enthusiasm of specific sports. (Carry over to 2020-21)</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Current Year 6	Targets for 2019-2020	Outcomes for 2018-2019	Meadlands will be using some of the Sports premium funding for additional swimming practice for competitive swimming squad.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	90%	83%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%	65%	50%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%	70%	83%	

<b>Academic Year: 2019/20</b>		<b>Total fund allocated: £17810</b>		<b>Date Updated:30/9/2019</b>	
<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b></p> <p><b>School Objective:</b> The outdoor space at Meadlands both in the Early Years and MUGA are quality sporting environments leading to greater use and standards in all sporting activity.</p>					<b>Amount Spent £1013</b>
<b>School focus:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability:</b>	
<p>To ensure PE is well resourced enabling all pupils to engage fully in PE lessons and playtime games</p> <p><i>Project rolled forward from previous year:</i> To work with the HT &amp; EYs Lead to proactively support this project resulting in EYs pupils having access to a wider range of play equipment developing gross motor skill</p> <p><i>Project rolled forward from previous year:</i> To manage the</p>	<ul style="list-style-type: none"> <li>Audit current resources (check quality) against PE curriculum map</li> <li>Organise storage space for all resources (including PE Shed, outdoor crates and space in staffroom)</li> <li>INSET: support staff understanding of resources and how these can be built into mid-term plans</li> <li>Work with JLT to review games &amp; activities at playtime and as above ensure pupils have the resources they need in order to play the games they want to play</li> <li>Complete an EYs Audit with Dani Mace to assess need for equipment</li> <li>Review other <i>successful</i> EYs settings to see how EYs pupils are engaging in PE and impact that this has</li> <li>Work with DM to contact range of providers to quote on work – present to SLT</li> <li>Support BN &amp; JG in fundraising for project</li> <li>Manage project through communication with RH &amp; DE preparation of the space</li> </ul>	<p>£1500</p> <p>Shared £4,000 contribution towards outdoor spaces</p> <p>Shared £4,500 contribution towards outdoor</p>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Mid Term plans</li> <li>Learning walks including review of storage space</li> <li>Pupil survey</li> <li>Presentation to SLT</li> <li>Governor meeting</li> <li>Greater number of pupils achieving PE scholarship to GC</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Increased number of pupils in N and R achieving expected standard across the EYs curriculum</li> <li>EYs practitioners report on increased ability of gross motor skills particularly for those children with SEND needs (86.2% projected to achieve GLD for Moving and Handling, Spring 2020)</li> <li>EYs practitioners report back on increased number of children successfully managing feelings and behaviour and relationships through play</li> <li>Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Children are continuing to receive lessons that are well resourced and have appropriate equipment to learn with.</li> <li>Lessons that were observed were all good or outstanding, staff received feedback and support where and when issues arose. This will have long term impact on teaching and learning at Meadlands.</li> <li>Due to Covid-19 children will not receive further information about GC scholarship until September 2020</li> <li>EYs outdoor area to be audited after plans for new build finalised and planning new outdoor can be specific and tailored to suit needs of pupils and building.</li> <li>Further bid for funding unsuccessful so this will continue in to year 2020/21 with ongoing pursuit to gain new MUGA</li> </ul>	

<p>completion of the MUGA project.</p> <p>To ensure that the new school PE uniform does not discriminate against gender</p> <p>To ensure all families are able to access support for funding for new kit.</p>	<ul style="list-style-type: none"> <li>• Work with DE, BC on gathering quotes from providers. Present to SLT</li> <li>• Support BC &amp; JG fundraising project</li> <li>• On installation of new MUGA – manage the communication with parents, pupils &amp; GB</li> <li>• Maintain other spaces in playground, including: painting of lines &amp; courts</li> <li>• Purchase 2 space PE kits per classroom</li> <li>• Ensure communication re: PE kit is gender neutral both on school website and through supplier MAPAC</li> <li>• INSET for staff &amp; update to policy (following Transgender training) leading to greater self-awareness both in expectations of having the kit and what to wear.</li> <li>• Work with JG to ensure communication regarding payment packages and/or support is made clear to all parents wishing to purchase new kit.</li> <li>• Ensure reminders regarding new kit deadline are shared on termly newsletters</li> <li>• JP to work with group of staff alongside a parent sample group to get feedback and ensure sensitivity in approach</li> </ul>	<p>spaces</p>	<ul style="list-style-type: none"> <li>• Club feedback &amp; standard pupils achieve</li> <li>• Increased use of space by community</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• <b>Current community use:</b> Weekly Football group and occasional Netball club, would prefer surface to be safer as to secure more regular use.</li> <li>• Resourcing in classrooms</li> <li>• Parent survey</li> <li>• Pupil survey</li> <li>• By July 2020 all pupils in new kit and old kit phased out</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• New PE Kits purchased and labelled for classes, children are always able to take part in PE lessons. The exceptions being where a medical physical/mental health reason does not allow.</li> <li>• New PE kits brought for specific children, collaboration between JG and parents of children in need.</li> </ul>	<ul style="list-style-type: none"> <li>• New PE Kits purchased and labelled for classes, children are always able to take part in PE lessons. The exceptions being where a medical physical/mental health reason does not allow.</li> <li>• New PE kits brought for specific children, collaboration between JG and parents of children in need.</li> <li>• New PE kit to be worn by every student September 2020, increasing profile of PE kit and standards of school representation at Borough events</li> </ul>
---	--	---------------	---	---

<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p> <p><b>School objective:</b> The pupils are positive PE role models for other pupils in the school - and staff. Children not only to take part in school sports but to take up activity outside of school hours with sports and fitness clubs.</p>				<p><b>Amount spent: £699</b></p>
<p>School focus:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence:</p>	<p>Sustainability:</p>

To raise pupils' self-esteem in PE through celebration of their learning and outcomes both in lessons & clubs.

- JP to contribute to wider school celebrations: weekly certificates, afternoon tea nomination, JP to add to half termly warrior boards nominating & providing work for displays for every class
- JP to update Yr6 corridor with photographs of pupils sporting achievements (in school)
- Appointment of JLT
- JP to work with LL on development of PATHS PALs – support provided through pupil training, review of implementation & follow up work
- Lesson plans & Mid Term Plans to follow same structure as other school subjects, including vocabulary, heroes of sport and this is evidence in lessons
- End of year Sport Personality of the Year celebration
- JP to lead on PE communication: monthly sport assemblies, half termly Sport Newsletter, sport tweet at least once a week
- Half termly sport visitor to the school, leading assembly, activity for pupils
- At least one sport trip for a group of pupils

£300

- Pupil survey
- Increase in applications to both JLT and House Captains
- Parent attendance at SP assembly
- Evident increased profile of sport across the school through display work as well as action outside
- PE report – pupil skill assessment
- Links with community
- Website
- PE provision document
- PE assessment documentation
- Reports and presentations to SLT
- Governor meetings
- Pupil end of year reports

#### Impact

- Certificates are given out to Athlete of the Week, containing reasons why a child has earned the award as well picture that is displayed on school display.
- Sports awards assembly delivered online this year due to school closure. Trophies still awarded to pupils.
- Paths Pals received training and assembly introducing the selected students to the student

- Certificates are given out to Athlete of the Week, containing reasons why a child has earned the award as well picture that is displayed on school display.
- Sports awards assembly delivered online this year due to school closure. Trophies still awarded to pupils.
- Paths Pals received training and assembly introducing the selected students to the student body.
- Termly Newsletter sent out to parents and pupils detailing successes and sporting achievements over the term.
- Sports week was delivered virtually, children engaged at school and at home, different ideas and interpretations of tasks were sent to class teachers and JP.
- JLT started review of playground, school closure has affected competition of this work.
- Collaboration with GC, GC send students to support Football and Tag Rugby clubs, children are given role models from secondary school as well receive additional support to improve basic skills.
- TYM spoken to and price for 6 weeks water sports activities obtained. Will further investigate September.

body.

- Termly Newsletter sent out to parents and pupils detailing successes and sporting achievements over the term.
- Sports week was delivered virtually, children engaged at school and at home, different ideas and interpretations of tasks were sent to class teachers and JP.
- JLT started review of playground, school closure has affected competition of this work.
- Collaboration with GC, GC send students to support Football and Tag Rugby clubs, children are given role models from secondary school as well receive additional support to improve basic skills.
- TYM spoken to and price for 6 weeks water sports activities obtained. Will further investigate September.

<p>Successful sports &amp; mental health week increasing children’s awareness of different games and wellbeing</p>	<ul style="list-style-type: none"> <li>• Organisation of sports week alongside JLT &amp; CD to present to SLT at least one month in advance</li> <li>• Successful communication to parents regarding Sports Week</li> </ul>	<p>£300</p>		
<p>The pupils’ curriculum experiences are enriched by making use of resources beyond Meadlands capacity, KS2 pupils have a learning experience wider than that of a Meadlands classroom leading to greater engagement and inspiration for a particular subject e.g. Canoeing and Kayaking lessons with Surrey Outdoor learning.</p>	<ul style="list-style-type: none"> <li>• JP to build upon collaboration with other schools (TKA, GC) and clubs (FfS, The Knights) agencies (TYM)</li> <li>• JP work in collaboration with TYM to develop unit of work re: water sport (sailing/kayaking) development of project includes costing, communication with parents, safety, agreed outcomes, KO &amp; mid-term planning)</li> </ul>	<p>£1000</p>		
<p>Systems measure the progress pupils make across the PE curriculum, enabling teachers to report back to SLs and parents with evidence and therefore confidence about pupils’ knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• JP &amp; JLT are able to report back on the impact of the experiences on their own learning. June 2020</li> <li>• JP to review current assessment procedures in PE – sample swimming, rugby &amp; basketball</li> <li>• JP to work with DM to develop understanding of EYs assessment in relevant ‘PE’ areas</li> <li>• JP to work in collaboration with PE locality network in assessing skill for KS1 and 2 pupils</li> <li>• JP to present findings to SLT throughout year</li> <li>• JP to join staff research project – set</li> </ul>	<p>£300</p>		<ul style="list-style-type: none"> <li>• Ipad purchased for school use by JP and PE staff. To take pictures/videos and document student progression throughout lessons.</li> </ul>

	aside time to attend whole staff meetings (see SDP)			
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School objective: To work with Staff and ensure that they are confident when leading PE lessons and children are given good-quality coaching at sporting events.				Amount Spent: £775
School focus:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability:
To embed the PE Curriculum implementation whilst ensuring staff are confident in their delivery	<ul style="list-style-type: none"> <li>Update PE policy and associated web pages</li> <li>Complete Knowledge Organisers, term at a time, for PE and report these to HT. All complete by the end of the year.</li> <li>JP deliver CPD on PE: introducing KO, developing staff pedagogy. In order to do successfully JP to develop schedule based on staff needs– report back to HT. Further INSET all teachers are able to make links: horizontally, vertically and diagonally across PE curriculum – reinforcing knowledge, skill &amp; memory all of the time</li> <li>JP present findings to SLT; is the implementation working? Does it fulfil the whole school curriculum intent? Are pupils making progress?</li> <li>JP to manage in collaboration with SL external sport teachers (Boxing, Yoga &amp; Dance) ensuring clear communication, lesson expectations &amp; outcomes, teaching &amp; learning. Report back to SLT</li> <li>JP to lead specific project into swimming (see action plan)</li> </ul>	£300	<ul style="list-style-type: none"> <li>Curriculum map</li> <li>KO</li> <li>Mid Term Plans</li> <li>Staff feedback</li> <li>INSET notes</li> <li>Lesson plans</li> <li>Policy</li> <li>Website</li> <li>Performance Management outcomes</li> <li>Minutes of meetings</li> <li>Register- attendance at</li> </ul>	<ul style="list-style-type: none"> <li>PE policy updated July 2020.</li> <li>Knowledge organisers completed throughout year has meant clear progression through sports for all classes. Throughout Knowledge organiser and MT plans vocabulary is highlighted and built upon year on year.</li> <li>Subjects leader is accountable for staff progression across the PE curriculum.</li> <li>Meadlands School has volunteers and staff who are equipped to lead sessions and lessons.</li> </ul>
To continue to receive leadership CPD	<ul style="list-style-type: none"> <li>JP to create and review termly action plans</li> <li>JP to report to HT every month on progress towards action plans and PE premium</li> <li>JP to be supported in role by in school and Borough colleagues; Partnership Manager and School Games Organiser.</li> </ul>	£300	<ul style="list-style-type: none"> <li>Diary – attendance at tournaments</li> <li>Teachers and Subject lead are accountable for all aspects of planning and preparation of lessons, as well as understanding subjects being taught.</li> <li>Staff meeting on PE warm ups and games took place September 2019. Staff attended and implemented in to PE lessons, led by JP.</li> </ul>	
PE events are successfully supported by staff	<ul style="list-style-type: none"> <li>Staff responsible for school sports and clubs are able to attend sports matches and courses to help advance the children’s development and their own coaching experiences – to be</li> </ul>	£300	<ul style="list-style-type: none"> <li>JP and members of SLT observed external Sport Teachers, all lessons were good, with clear outcomes, expectations, teaching and learning taking place throughout. Children are receiving a wider range of activities</li> </ul>	

	<p>organised by JP</p> <ul style="list-style-type: none"> <li>Children are able to participate in a number of leagues and tournaments, as detailed in competition calendar – planned, communicated and risk assessments in place at least 3 weeks in advance</li> </ul>		<p>that they can pursue outside of school hours.</p> <ul style="list-style-type: none"> <li>JP attended Sport Impact conference, improving knowledge and relationships with borough colleagues.</li> <li>Netball club volunteers/coaches attended CPD run by borough colleagues.</li> <li>SOLD learning walk discussing how best to use the school's outdoor areas, for learning and OAA.</li> <li>Children competed in football leagues, basketball and tag rugby competitions. Netball competitions and friendly fixtures arranged and played. Swimming Gala entered with a number of finalists.</li> </ul>	
--	---	--	---	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

**School objective:** To ensure a range of activities in our PE provision; appealing to all pupils' needs and interests

**Amount spent: £6770**

School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability:
<p>The school supports participation by all through subsidized extra-curricular- clubs or fully paid places for PPG &amp; SEND children</p> <p>All resources meet British Health &amp; Safety Standards</p>	<ul style="list-style-type: none"> <li>JP manage sport club register and monitor attendance of KS1 and 2 pupils</li> <li>J report back to SLT and GB on numbers of most disadvantaged pupils attending sport clubs</li> <li>JP target key groups to ensure participation in events</li> <li>Increase KS1 activities available</li> <li>JP work alongside JB on PPG provision</li> <li>JP to work with DE to ensure agencies complete all PE equipment (in and outside) safety checks. JP to be present where possible</li> </ul>	<p><b>£2000</b></p>	<ul style="list-style-type: none"> <li>Equality policy and objectives</li> <li>PPG documentation</li> <li>School budget</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Children are able to access a wide range of clubs and activities they enjoy and want to participate in outside of school hours.</li> <li>School equipment is safe for use for all pupils. Certification to be gained each year, to ensure equipment is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Disadvantaged pupils were offered sporting clubs of which 95% took a place in a club. (2.5%=1 child)</li> <li>Good habits and early passions for exercise are embedded amongst children.</li> <li>Checks to continue annually.</li> </ul>

		£25	<ul style="list-style-type: none"> <li>Certificates to prove kit is appropriate for use.</li> </ul>	
--	--	-----	---	--

**Key indicator 5: Increased participation in competitive sport**

**School objective:** Increasing opportunity for children and staff to compete and coach at a competitive level.

				Amount spent: £1190
School focus:	Actions to achieve:	Funding allocated:	Intention and evidence:	Sustainability:
<p>Increased attendance at borough competitions, leagues and events.</p> <p>Meadlands maintains links with locality to ensure regular tournaments in specific sports</p>	<ul style="list-style-type: none"> <li>JP to diarise all sporting tournaments across the academic year ahead and report back to SLT</li> <li>JP to manage attendance at events</li> <li>JP to ensure breadth of opportunity of representing school in events through additional competitions across locality</li> <li>JP to report to SLT on range of sport at competition level (this to be increased in forthcoming academic year, to include netball, tennis, dance)</li> <li>Commitment to Richmond School sport partnership</li> <li>Commitment to Richmond Sports and fitness Services SLA: <i>School will attend a variety of competitions and festivals that are organised and run by RSSP. Tag Rugby, girls and boys football, swimming are already included. More to be diarised throughout school year dependent on popularity and availability.</i></li> <li>Entrance to country Dance competition</li> </ul>	<p>£1200</p> <p>£790</p> <p>£400</p> <p>£300</p>	<p>More children engaged in competitive sport (inter-school) Children are upskilled and more confident in those areas of sport Links built with other schools for future use and fixtures Sport at Meadlands given a positive profile</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Children play in Primary Football Leagues (girls and boys). Both teams won their pool and progressed to the quarter finals.</li> <li>A mixed year 5 and 6 team represented the school at borough basketball and tag rugby competitions.</li> <li>Children from years 3-6 represented the school at the Swimming Gala.</li> </ul>	<ul style="list-style-type: none"> <li>Meadlands will continue enter school leagues run by the Richmond School Sports Partnership.</li> <li>Children are able to feel part of a team and share experience of joint efforts.</li> <li>Profile of school sports and teams raised outside of school at competitions, performances and festivals.</li> </ul>

	<ul style="list-style-type: none"> <li>Additional swimming sessions and coaching for G&amp;T swimming squad</li> </ul>		<ul style="list-style-type: none"> <li>Children from Years 1 and 2 were entered in to football competitions (they did not take place due to school closure).</li> <li>Children performed at the Richdance and Rising Stars dance competition.</li> <li>Children competing in the Swimming Gala were able to access Teddington Pool for team practice and coaching before the event.</li> </ul>	
--	--	--	--	--

Key Indicator	Amount to be spent	Percentage of funding allocated	Amount spent by July 2020:
1. Engagement of pupils	£10000	56.14%	<b>£10450</b> was spent before school closure. Rolling over will be <b>£7362</b> to the school year 2020/21
2. Profile of PE	£1900	10.67%	
3. Knowledge and confidence of PE	£900 (Training TBC)	5.1%	
4. Broad range of experience and activities	£2025	11.4%	
5. Increased participation	£2690	15.1%	
<b>Total</b>	<b>£17515 (£17810)</b>	<b>98.41%</b>	