

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

# Commissioned by

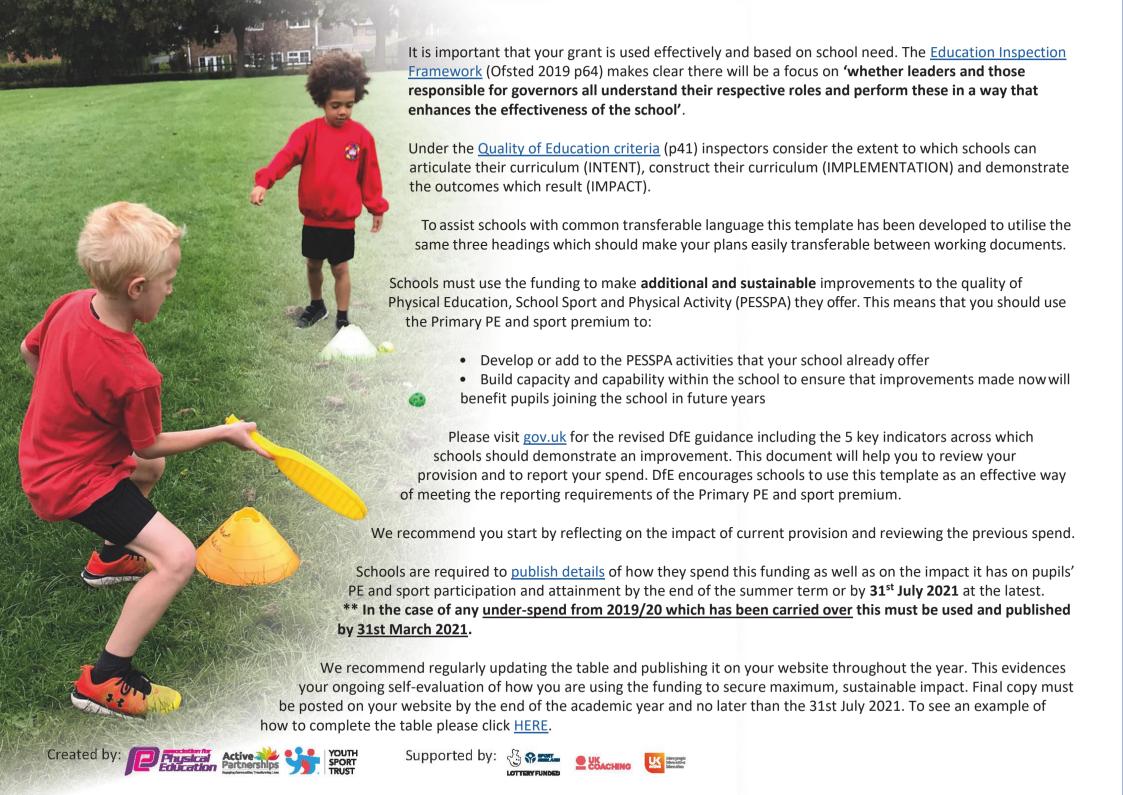


Department for Education

# **Created by**







Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

### Key achievements to date until July 2020:

- KI1: Prior to lockdown, an extensive extra-curricular programme of events provided (both after school and at lunchtimes) on top of 2 hours timetabled curricular PE and well attended. At At KS2, increased numbers of children are taking part in "Active Playtime" activities. At KS1, children taking part in more structured play with KS2 Playground Leaders running activities. An apprentice is now shadowing PE specialist and is supporting organised playtime activities (organised games on the tennis courts, skipping, Playground Leaders activities and 10-minute run).
- KI2: Prior to lockdown, profile of PE raised through PE displays and noticeboards at KS1 and KS2. Children's sporting successes celebrated in collective worship. School Sports Council is actively involved in making sport related decisions. The number of PE blogs put on the website to raise the profile of PE have increased with a designated member of staff having weekly non-contact time to oversee what goes on website.
- KI3: NQTs and RQTs continue to have weekly timetabled time with PE specialists to support them with planning and teaching of PE to raise confidence. Whole school PE Scheme of work has been purchased and linked in to PE Curriculum Map in order to support staff in delivering high quality PE lessons.
- KI4: PE provision fully inclusive with children with specific physical needs being supported one-to-one in both lessons and extra-curricular clubs making sure all children can access the learning. A broad range of sports and clubs are provided in order to appeal to all children including a number of disability sports helping to break down barriers including Boccia, Seated Volleyball, Handball, Danish Longball, Quidditch as well as the usual sports included in the competitions calendar.
- KI5: School achieved distinction in the School Games Commitment Award for 2019/2020 recognising continued hard work in school providing opportunities for children to participate in activities and competitions.

## Areas for further improvement and baseline evidence of need:

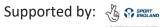
- To inform swimming data, provide opportunity to assess Y6 pupils in their swimming capabilities (last assessed in year 4)
- KI1: During Covid-19 restrictions, support engagement of all pupils in regular physical activity by supporting teachers to adapt their lessons for socialdistancing. Also support teachers in delivering lessons which respond to impact of lockdown on children's mobility, baseline fitness and social isolation. Also support teachers in getting children active at playtimes (without equipment). Post Covid-19 restrictions, work with SLT to get extra-curricular programme of events back in place and Playground Leaders up and running to promote physical activity.
- KI2: During Covid-19 restrictions, raise profile of PESSPA through promoting School Games Values in lessons and rewarding children with certificates in class bubble sharing assemblies. Promote 'Virtual PE events' which encourage all children to get involved across school via e-mails to parents and on the school website. Post Covid-19, raise the profile of PE by organising a Super Learning Day eg Zumba. Boxercise with a view to extending into lunchtime provision and active break in lessons. Sports Council elections and regular meetings to work with PE lead and to feed back to classes.
- KI3: Increase staff confidence in teaching PE signpost staff to any online CPD training that can support their training needs.
- KI4: Auditing what activities children want to do for extra-curricular clubs.
- KI5: During Covid-19 restrictions, work closely with the School Games competitions coordinator to explore children participating in 'Virtual PE Competitions'. Increase intra school competition between classes through PE specialist (timetabled to work with each year group) setting challenges and 'personal bests' introducing competition between classes in each year group. Post Covid-19 restrictions, explore ways to increase participation in competition through providing further intra school sporting competitions at lunchtimes.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO













Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	53%
<b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>











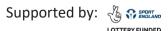
# **Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £20,280	Date Updated: 24.3.21		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that				Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a d	day in school		11%
Intent	Implementation Impact			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want our children to access quality curricular lessons which are supported with the necessary equipment.  We want our children to be active at break and lunchtimes to meet the 30 minute target.	Look at the PE curriculum and audit equipment currently in school. From this order necessary equipment. Order a variety of equipment which targets fundamental skills for each bubble to use during breaktimes.		Children now have the necessary equipment so have access to at least 1 hours high quality curricular PE a week. Children are now more active at breaktimes as the equipment supports this activity.	Post Covid, pool resources and establish best use of equipment in terms of activity zones to maximise physical activity at break times.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:











We want PESSPA to be incorporated	During home learning, ensure	DB - £1,000	PE had a high profile whilst	Celebrate children's sporting
into their daily learning	physical activities, challenges and		children were home learning with	successes outside of school.
	virtual competitions are promoted		children encouraged to take part	
	via home learning platform.		in daily physical activity and	Explore social media for
			virtual online competitions within	sharing sporting successes
	Celebrate and share children's and		the partnership.	within school.
	bubbles successes online.		Our school received an award of	
			'Distinction' from the School	Invite into school, sporting role
	Ensure that a remote PE curricular	AA - £2,000	Games organisors to recognise	models.
	lesson is accessible to all and is set		our school's efforts during this	
	as part of home learning timetable.		time.	
We want to raise the profile of		£1,000 (split		
PESSPA by running a 'Super	to organise a sporting event in Covid	over both sites		
Learning Day' in the summer term.	secure ways (possibly linked to	KS1 and KS2)		
	National School Sports Week in			
	June)			













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and s	port	Percentage of total allocation:
				63%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want our staff to be able to plan, teach and assess PE lessons in school with confidence.		AA - £10,870 DB - £1,000	Staff feel more confident in their delivery of PE lessons through team teaching, shadowing PE experts and through having access to signposted online PE CPD.	Staff training to model effective use of Val Sabin scheme.  Monitoring of coverage of curriculum map and lesson drop-ins to identify areas for staff development.
Key indicator 4: Broader experience of		ered to all pupils		Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:











We want our children to experience a wide range of sports and activities in	Review PE curriculum maps to ensure it continues to provide a broad range of sports, activities and skills in line with NC requirements.		map has now been updated so the	Ensure there is an extensive and wide range of extracurricular opportunities.
	Provide extra-curricular opportunities (Covid-secure) if possible that provide a range of experiences (Quidditch, Lindyhop)	£210		











Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want our children to have access to and get involved with Virtual inter competitions and challenges.  We want our children to set themselves personal goals and challenges.	Work closely with our School Games organisers and Yorkshire Sport Foundation to access and promote Virtual challenges.  Within PE lessons, children to carry out initial challenges on which they can then improve upon throughout the term.		Our schools participation rates in the virtual competitions was high and recognised in our award of 'Distinction' from the School Games Organisors.	School to enter as many competitions as possible (3x B-teams and 1x C-teams)  Active playtimes – inter class / house competitions linked to the competitions calendar.
We want our children to access and be involved in as many intra competitions as possible.	PE team to work with JMAT PE lead to explore intra based competitive opportunities in summer term (Mini-Olympics, rounders etc)	DB - £1,000		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andrew McLeavy
Date:	24.3.21
Governor:	
Created by:	Physical Active SPORT SPORT TRUST















