

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Broader experience of a range of sports and activities offered to pupils. • Teaching staff planning for and implementing an increased amount of physical activity within the school day. • Teaching staff well supported through subscription to PE Hub. • Support offered to staff with PE and sport planning through TWSSP. • Qualified sports coaches delivering after school club sports provision. 	<ul style="list-style-type: none"> • More pupils to be active during out of school hours • To engage ALL children in an extracurricular club. • To improve the numbers of pupils taking part in intra-school festivals. • Continue to develop the engagement of all pupils in regular physical activity (at least 30 minutes a day in school). • Increased confidence, knowledge and skills of all staff in teaching PE and sport. • Pupils are accessing new equipment, allowing them to try different sports. • Development of playground to enhance development of gross motor skills and to consider ways of developing children's stamina.

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? N.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.	Not applicable
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not applicable
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes
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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: 2019/20		Total fund allocated: £16320		Date Updated: July 2020	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					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?:	
Continue to buy into the local school sports partnership to ensure sports provision is well supported through specialist skills, knowledge and experiences.	<p>Headteacher to sign up for the partnership and monitor the offer provided to ensure the school is getting the most out of the partnership.</p> <p>Ensure budget is allocated to manage staff cover and provide transport to enable attendance at TWSSP events.</p> <p>Ensure budget is allocated to manage staff cover when they are planning their PE provision with specialist support.</p>		£850	<p>Staff were well supported through the sports partnership.</p> <p>Through the sports partnership we also attended sports festivals including football and gymnastics. As a result of lockdown we were unable to attend any further planned festivals.</p> <p>Appropriate staffing levels and transport costs were funded through sports premium to support attendance at festivals and events.</p> <p>Staff continued to be supported throughout lockdown with a range of resources for online PE</p>	
				Ongoing, to be managed in line with Covid-19 guidelines.	

			activities.	
Continue Playground Leaders to encourage younger children to take part in physical activity at break and lunch times and to develop early leadership skills.	<p>Sports specialist teacher to offer training, support and supervision to playground leaders/teachers. Playground leaders to run sessions to increase the physical activity of other children during break time and lunch time with the support of the Lunchtime Supervisor.</p> <p>PE coordinator (Headteacher) to monitor the implementation of the programme and track its effectiveness.</p> <p>Enable purchase of equipment to support activities as required.</p>	£100	<p>Year 2 children had the opportunity to develop their Play Leader skills in order to engage their age group and younger children in a variety of active playground activities.</p> <p>Play Leader bibs were purchased to enable children to identify who was leading their games.</p>	The Play Leader programme was very successful as younger children move into Year 2 they have expressed an interest in becoming a Play Leader themselves consequently developing their leadership skills.
Continue with The Wright Way Group after school clubs to provide a range of sports.	<p>Work with provider to ensure that a varied offer is provided based on children and parent feedback.</p> <p>Always observe and monitor the quality of delivery provided to ensure a safe environment for the children.</p> <p>Monitor attendance across clubs looking specifically at gender and PPG children.</p>	Parents fund for their own child	We continued to work with the Wright Way Group, up until lockdown, to provide after school club provision. Wright Way Group have provided a variety of sports and have changed their offer according to children's interest and skill level including Unihoc, Basketball, Football and Tennis.	This has continued to be successful and will be maintained after lockdown.

Monitor and assess the effectiveness of active learning opportunities within lesson and transition times.	Suitable times throughout the day, and across the curriculum, to be identified by staff to support active sessions and increase the frequency of activity within sessions. For example user of supermovers between sessions, brain gym activities, active learning during introduction sessions and daily run introduced with children working to personal targets. Monitor the range of active learning activities on a termly basis. Training to be provided to staff to support them in the planning and implementation of active learning opportunities.	£0	Training was suspended due to lockdown.	Ongoing.
Continue to hire local Village Hall to provide increased indoor space for PE activities and to enable storage of a range of PE equipment. This enables PE to place regardless of weather conditions.	Teachers to plan and deliver a wider range of physical activities on a regular basis throughout the year.	£1,000	We have continued to hire the village hall. Teachers make good use of the space to provide children with a wider range of sporting activities including gymnastics, movement and dance.	Ongoing, to be managed in line with Covid-19 guidelines.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<p>Review the existing provision across PESSPA to assess the existing profile and identify way this can be developed further.</p>	<p>Headteacher to meet with the specialist support teacher from TWSSP to review existing provision and agree action plan of improvements.</p> <p>Review to include audit of staff skills and knowledge to enable any gaps in PE provision to be filled and to consider ways to develop active sessions during the school day.</p> <p>Ensure budget is allocated to manage staff cover when they are developing their skills and knowledge where necessary.</p> <p>Review and monitor after school club coaching provision to ensure and increased uptake with a specific emphasis on gender and PPG. Ensure that activities offered are varied to capture a range of children’s sporting interest.</p> <p>Use the school newsletter to raise the profile of PE sessions, sporting achievement, active lessons and after school clubs.</p> <p>Promote out of school sporting achievements at weekly Celebrations Assembly, and include in the Newsletter.</p>	<p>£250</p>	<p>Headteacher met with the specialist support teacher to agree a program for the year.</p> <p>Discussions at staff meetings to assess Teachers and Teaching Assistants strengths and areas to develop across the PE curriculum.</p> <p>Our newsletters and assemblies throughout the year celebrate sporting achievements at an individual and team level both inside and outside of school.</p> <p>We have introduced an annual team trophy for Sports Day success. Children are encouraged to be competitive within their own capabilities.</p>	<p>Ongoing, to be managed in line with Covid-19 guidelines.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Upskill Year 1 and 2 teachers by using TWSSP and by purchasing a PE Hub subscription to develop subject knowledge and skills.	<p>Monitor to ensure breadth of coverage and knowledge and skills of teaching staff.</p> <p>Staff observe 'good' practice and use in their own PE lessons.</p> <p>Ensure budget is allocated to manage staff cover when they are developing their skills and knowledge where necessary.</p>	£380	Staff are confident in the use of PE resources to deliver weekly PE lessons and use the PE Hub subscription for this. Our PE Hub subscription was also used to support online activity during the lockdown.	PE Hub subscription is appropriate to renew.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Additional achievements:				
To enable children to participate in swimming sessions.	<p>Arrange for children to attend five swimming sessions at a local pool with tuition from a qualified swimming teacher.</p> <p>Ensure budget is allocated to manage additional staff and provide transport to enable attendance at swimming sessions.</p>	£1400	<p>All children accessed swimming lessons in the spring term and transport was provided.</p> <p>Children’s swimming skills improved from developing water confidence to being able to swim widths and lengths. The school employed a qualified swimming coach to deliver the sessions and ensure a quality delivery of swimming skills. Children were able to complete formal distance qualifications, and get swimming badges, as part of this process.</p>	Ongoing, to be managed in line with Covid-19 guidelines.
To improve the number of children taking part in festival type opportunities – represent their school.	<p>Allow as many children as possible to access physical challenges alongside other schools.</p> <p>Continue buying into school sports partnership, to allow access to sporting festivals and competitions.</p>	Costs included in Key Indicator 1	<p>Through the sports partnership we also attended sports festivals including football and gymnastics. As a result of lockdown we were unable to attend any further planned festivals.</p> <p>Appropriate staffing levels and transport costs were funded through sports premium to support attendance at festivals and events.</p>	Ongoing, to be managed in line with Covid-19 guidelines.

<p>Update PE and sports equipment as required throughout the academic year.</p>	<p>Ensure that the correct equipment is available to the teachers, in order for them to deliver the PE curriculum.</p> <p>Purchase new equipment to broaden and enhance the range of sporting activities available.</p> <p>Replace damaged/unsafe equipment.</p>	<p>£1000</p>	<p>Sports equipment purchase and replacement is ongoing.</p> <p>We are able to access and use specialist equipment through the Wright Way Group – for example basketball and unihoc.</p>	<p>Ongoing.</p>
<p>Update and develop playground to enhance development of gross motor skills and to consider ways of developing children’s stamina.</p>	<p>Replace worn playground surface with new astroturf suitable for sporting activity.</p> <p>Purchase play tower to allow for a variety of gross motor movement including a variety of climbing activities and a range of movements.</p>	<p>£11,000 (£17,000 total with £6,000 funded from 2018-19 allocation)</p>	<p>The playground astroturf was replaced and a play tower was purchased with a climbing wall, rope wall, ladder, slide and bridge.</p> <p>This has allowed children to explore the equipment in a range of ways with a range of movements which has enhanced their opportunity to develop gross motor skills.</p>	<p>Complete.</p>

Key indicator 5: Increased participation 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:
N/A due to being a KS1 school only				Sports partnership competitions are for KS2 only. All KS1 competitions are festival format to provide the children with a positive experience.