

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

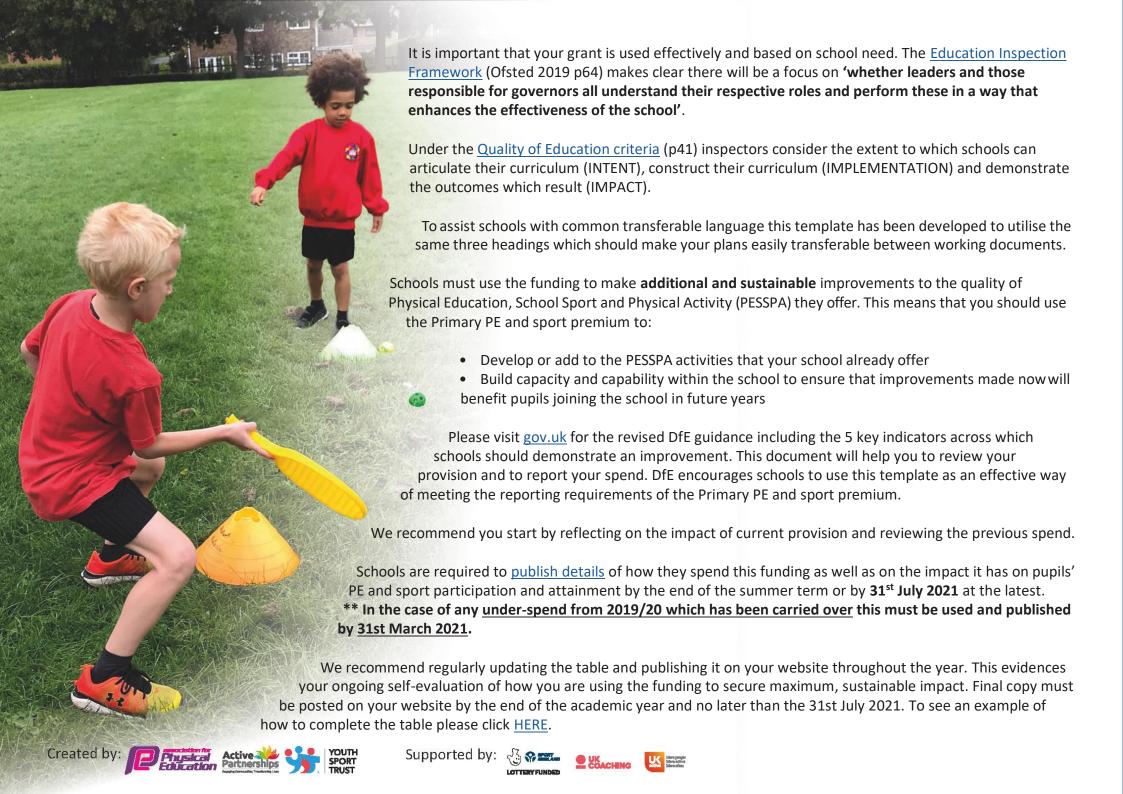


Department for Education

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:	Areas for further improvement and baseline evidence of need:
Role out of PE Passport to assist planning, teaching and assessment across PE.	Area 1 - To further enhance the PE provision with CPD for staff from the specialist PE teacher to create sustainability in the quality of PE teaching for the future.
Good quality of PE across the school through employment of specialist teacher.	Area 2 - To act upon children's request for different extracurricular sports clubs and provide more across the school.
Inclusion for all children which has improved standards across the year group.	Area 3 - To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports/games in
Lunch time support for SEND and vulnerable children to develop confidence and fine/gross motor skills through games/activities.	partnership with the LSSP Bronze Package. Area 4 - Continue with both summative and formative assessment for our children in Physical Education.
	Area 5 - To continue to support through physical education for SEND and vulnerable children in weekly lunchtime sessions with a specialist PE teached in building confidence and motor skills over time.
	Area 6 - To develop the PE display area, website section to raise the profile of PE and healthy lifestyles for all children throughout the school, to parents and in the local community.

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













NA atian articular and a surioulum are since and for a since and surtour afets.	I
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	Please note that swimming lessons
least 25 metres?	were extremely limited and disrupted
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school	due to the pandemic, which resulted
at the end of the summer term 2020.	in the swimming baths being closed
	due to lockdowns (COVID).
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Please note that swimming lessons were extremely limited and disrupted due to the pandemic, which resulted
	in the swimming baths being closed due to lockdowns (COVID).
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Please note that swimming lessons were extremely limited and disrupted due to the pandemic, which resulted in the swimming baths being closed due to lockdowns (COVID).
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/ <mark>No</mark>













Action Plan and Budget Tracking

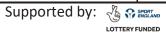
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £19,229	Date Updated: December 2020 (Impact reviewed October 2021)		
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	primary school pupils undertake at least 30 minutes of physical activity a day in school		%	
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:
•	Daily exercise – Fitness in 5/ Daily mile		Children understand the importance of being physically active every day and have increased fitness/stamina due to the increase in daily activity.	Continue daily mile/fitness in 5.
cross curricular and extracurricular events across the school. (<i>Area 2</i>)	Subject leader to liase with sports and school council to hear 'children's voice'. Judo education has been scheduled for Summer Term to carry out clubs after school for a variety of year groups. (Covid restrictions)	£600 £3200	Following government restrictions and within class bubbles children had the opportunity to develop new skills and create an exciting sporting environment. These clubs supported children's fitness, wellbeing and physical/mental health.	Work alongside school council to gather children's preferences on clubs and activities.
competitive sport through both inter and intra school competitions in partnership with	Subject leader to support entry to competitive sports through LSSP Bronze Package. (Covid restrictions) Subject leader and teachers to organise intra competitions at	£1775	Children took part in class competitions, LSSP online competitions and remotely PE weekly challenges which	Continue accessing the LSSP website weekly and engaging in emails regarding events/competitions.













SEND coordinator and Learning	Included in Specialist teacher funding see Key indicator 3	Children developed their team building skills, resilience and motor skills enhancing their confidence and social skills which was particularly effective after the transition back into school following lockdown.	
being raised across the school as a t	cool for whole sch	nool improvement	Percentage of total allocation: %
Implementation		Impact	
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:
Leader to contribute to the website to develop the PE section. Sports letters have LSSP logos and icons relating to the activity in question. PE noticeboard set up, key words		children to participate in. Children understand the importance of PE for their physical and mental health, particularly during the time of limited options regarding clubs and exercise in school and the community. Weekly challenges	Continue success of weekly challenges, allow teachers and children time to participate. Increase awareness of clubs within the community and school through use of Twitter, newsletters.
	SEND coordinator and Learning Mentor in selecting and organising children for this 'focus' group. Implementation Make sure your actions to achieve are linked to your intentions: PE specialist, teachers and Subject Leader to contribute to the website to develop the PE section. Sports letters have LSSP logos and icons relating to the activity in question. PE noticeboard set up, key words relating to sport/physical activity -	SEND coordinator and Learning Mentor in selecting and organising children for this 'focus' group. Make sure your actions to achieve are linked to your intentions: Funding allocated:	SEND coordinator and Learning Mentor in selecting and organising children for this 'focus' group. Implementation Implementat











Share achievements of current School Games values. and remote learning platform to encouraged children and parents pupils in assembly. Encourage To celebrate sporting achievements to continue or even begin being children to bring outside at whole school assembly both physically active together and achievements into school. from in school and out of school keep the PE profile high even activities. during lockdown. Performances and skills to be shared in whole school assemblies. Enquire about and carry out an Sporting poster around the school PE aspirations day, raising the to promote different sports. profile of local sports people and inspiring children. Images of 'past pupils' who have achieved at national and international level in their chosen sport – role models. Make parents and children aware of how sport is encouraged and taught in the school through newsletters and noticeboards. Sports Day certificates and medals are presented and Children's University to deliver celebrated in classes. This raised assembly to relaunch the Children to become more active Further develop Children's University as a tool to enhance and the profile of sporting programme. Introduce both in and outside of school. increase pupils' participation in achievements and gave children passports to encourage outside (Area 2) extracurricular sporting activities/enrichment. aspirations, exposing them to a activities/clubs. variety of activities they may have previously not been aware To continue to encourage and of. support children in sports outside school time. To actively share newsletters and posters from outside clubs – encouraging children to get







involved if interested.



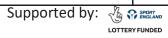




Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and	l sport	Percentage of total allocation
lutout	Immlementation		lmnost	%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they 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:
To continue to further enhance the PE provision with CPD for staff from the specialist PE teacher to create sustainability in the quality of PE teaching for the future. (Area 1)	support staff through CPD, modelling skills and lessons across the PE curriculum.	£12,340 £600	Staff have improved their skills and confidence which has enhanced their quality of teaching PE. This has resulted in improved progress, achievement and enjoyment of pupils.	
 To continue to incorporate PE Passport into planning and assessment to assist teachers lessons. (Area 1 & 4) 	Specialist coach and Subject lead to liase with the company and continue to use the app.	£699	PE Passport is now imbedded in the teaching, learning and assessment across the school. This has enhanced teacher's confidence and knowledge in the subject which has led to better quality teaching and progress for the children.	











Key indicator 4: Broader experience of	of a range of sports and activities offer	ered to all pupils		Percentage of total allocation
Intent	Implementation		Impact	%
	•	- II	•	
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:
To act upon children's request for different extracurricular sports clubs and implement them into the school timetable. (Area 2)	Subject Leader to carry out a pupil questionnaire, regarding sports clubs that the children would like to take part in. The Subject Leader will then actively seek out and develop new sporting activities and clubs that the children can take part in. Children's University to help develop current activities and drive new extracurricular sporting activities - children accumulate hours of clubs to achieve a prize.	£2500		School council to carry out a new questionnaire to gather children's interests, then actively seek clubs corresponding with this.
 To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports / games in partnership with the LSSP Bronze Package. (Area 3) To continue to offer children Bikeability, to learn a life skill and how to be safe on the roads. 	Liase with Bike Right to ensure children gain Bikeability Level 1 &	£600	All pupils have an improved awareness of road safety and developed fundamental life skills. Children who previously had no, or very little, cycling skills developed confidence and an ability of how to ride a bike.	Continue links with Bike Righ continue proving scheme in Year 5. Enquire about the 'learn to ride' scheme for lower down the school to ensure all can ride by the time they reach Year 5.

Key indicator 5: Increased participatio	n 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:
To give children opportunities for competitive sport through both inter and intra school competitions in a wide variety of sports / games in partnership with the LSSP Bronze Package. (Area 3)	To continue and develop more opportunities for entering competitive sports. Taking part in LSSP competitions both KS1 and KS2 - also for SEND children. (Covid restrictions) Lunchtime intra sports/games competitions run by teachers and Sports Leaders.		Children participated in competitions in class and online through LSSP. As a result, this enhanced participation in competitive sports and developed resilience and confidence in competitive activities which will continue to influence them through life in school.	Increase the participation of LSSP competitions and intra competitions, check LSSP calendar weekly to book on new competitions that are available.
 Annual school sports day KS1 and KS2. 	Purchase of certificates, medals and trophies for intra competitions and sports day and lunchtime competitions. Schools own minibus to allow ease of participation.	£200	Sports Day certificates and medals are presented and celebrated in classes. This raised the profile of sporting achievements and gave children aspirations, exposing them to a variety of activities they may have previously not been aware of.	Another member of school staff to be trained up on school minibus in the first half of Autumn term - an extra body to take children to competitions and minimise cost for school.













Signed off by	
Head Teacher:	D. Maudsley
Date:	18.10.21 (updated)
Subject Leader:	M. Clarke
Date:	12.10.21 (updated)
Governor:	
Date:	









