

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

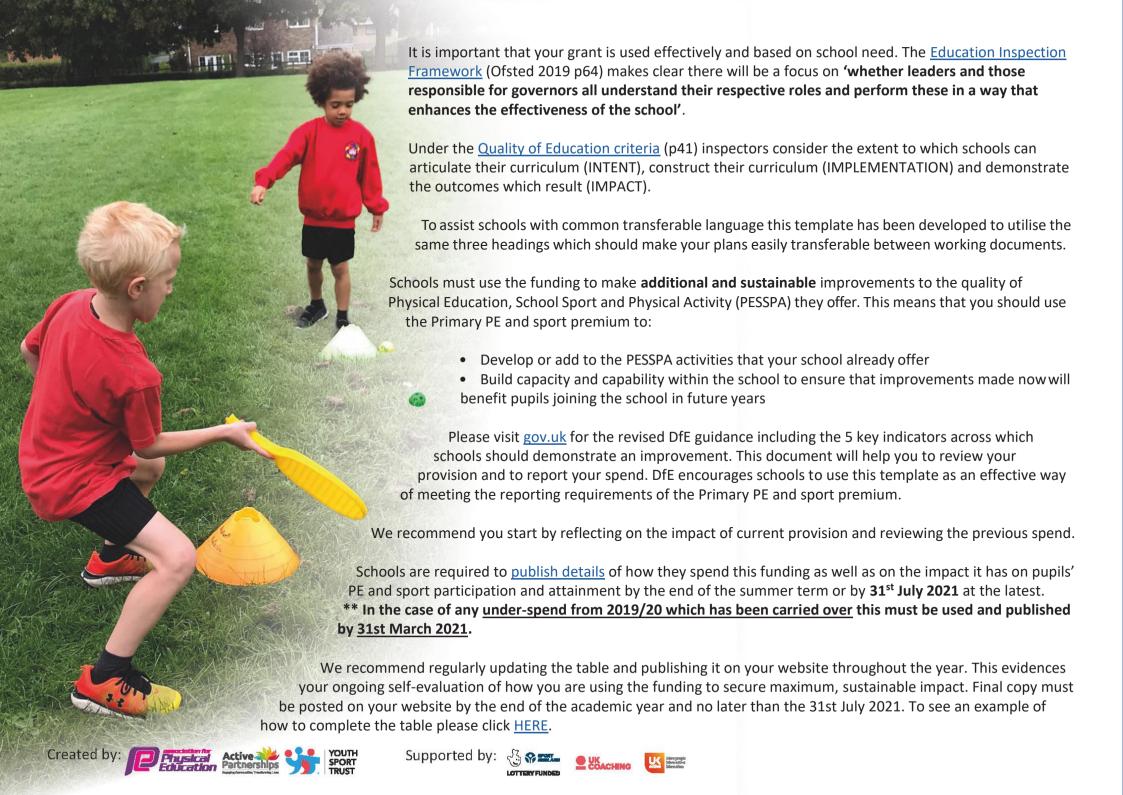


Department for Education

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:

-Increased National Curriculum level swimmers from 38% in 2017-2018 to 60% in 2018-2019 and then a further increase to 65% in 209-2020, despite the impacts of Covid-19.

-Teachers began delivering their own PE lessons, with the support of a SA. This improved staff professional development in this are, as well as offering the children consistency and raising the profile of PE, to that of other subjects. Some Professional Development was unable to take place, due to Covid-19.

-Use of planning on the PE passport app and staff beginning to use this to help assess in PE. This again was limited somewhat by lockdown in 2020.

Areas for further improvement and baseline evidence of need:

-Competitive elements to sport and PE-Whilst this shall be difficult due to Covid-19 restrictions, we hope to still implement this through competing in Edsential's interactive competitions and through the purchase of activity tracker watches. This shall give the children the opportunities to compete with others and themselves.

-Mental wellbeing through PE. Although this was continued through aspects such as Joe Wicks daily workouts, during lockdown in 2020, it is still felt that this was limited due to restrictions and that by the very nature of those restrictions, this should remain a big target. Children have had a difficult year and it is felt that physical activity is an ideal way to support children with this. This will be done through use of the Personal Best Programme (if and when risk assessments permit) and through the encouragement of regular physical activity, both at playtimes and PE lessons. This shall be supported through staffing at break times, allowing children the opportunity to be active and through the purchase of activity tracker watches, to track and encourage staying healthy.

-To engage all children in PE lessons. This shall be supported through employment of a Sports Assistant to support teacher led PE lessons and by buying into the new Edsential scheme of work. Ensuring lessons are of a high standard.

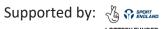
Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you must complete the following section If NO, the following section is not applicable to you Created by:

Physical Physical Partnerships

Active Physical Partnerships

Partnerships







If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

51 Ivial Cit 2021.	
Meeting national curriculum requirements for swimming and water safety.	64%
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? 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.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	No-We would usually, but due to restrictions have been unable to.











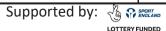
Action Plan and Budget Tracking

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: £19,580 Spent so far-£17,559	Date Updated:	27/02/2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that 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:
Additional lunchtime Provision-	Additional staff to supervise and engage in a range of activities for each bubble across lunchtime.	£3000 TAs and MDAs	Bubbles maintained for H&S due to COVID. Pupils have a wide range of opportunities to engage safely with high level of adult support and guidance. Pupils enjoy the activities and show increased confidence, skill and participation. Smaller groups have enabled pupils to choose different activities which increase engagement and co-operation.	Continue to monitor engagement by observations, discussion with pupils during playground activities and questionnaires.
To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced	SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.	£8000	Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.











	Sports activity tracker watches purchased		Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to challenge themselves, promoting a competitive love of sport.
Key indicator 2: The profile of PESSP	A being raised across the school as a t	ool for whole scl	hool improvement	
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 encourage children to engage in	Sports activity tracker watches purchased		Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to challenge themselves, promoting a competitive love of sport.
significant contribution to the PE, sports and well-being provision across the whole school.	Training, including course fees and Edsential SLA. Non-contact time for SA and PE subject leader to work together to ensure high quality provision and to evaluate the school offer, including pupil data.		Provision meets the dynamic needs of all pupils. PE and sports curriculum is fully compliant, evaluated and of the highest quality. Pupil progress and attainment is recorded, analysed and used to improve outcomes.	Timetables, including PE lessons, Non-contact time, planning, lesson observations, training and courses are planned and reviewed regularly.













To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced	SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.	See Above	Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.
	Sports activity tracker watches purchased	See Above	Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to
Key indicator 3: Increased confidence	, knowledge and skills of all staff in to	eaching PE and s	port	
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:	Implementation Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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	Make sure your actions to achieve are linked to your intentions: PE Curriculum CPD delivered by	allocated: Part of Edsential	Evidence of impact: what do pupils now know and what can they now do? What has	, ,







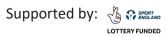




Employment of Sports Assistant (SA) To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced and enjoyable outdoor activities during after school club	SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.		Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.
Engaging lessons, for all ability children, through confident delivery by staff. Key indicator 4: Broader experience of	used online, including full break downs of lessons and useful video lessons, to instil staff confidence.	Fees	Children engaged in lessons and clear progress in their development and skills-ongoing due to restrictions.	Continued delivery of consistently good lessons, across the school, as well as an understanding of assessing children.
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:
what you want the pupils to know and be able to do and about what they need to learn and to	achieve are linked to your intentions: Extra Swimming for non-swimmers	allocated: Postponed due to Pandemic	pupils now know and what can they now do? What has changed?: An increase in children meeting	, 55











Increasing mental wellbeing and resilience through sports.	_		restrictions	An improved resilience amongst children. Implement the learning across the wider school.
Key indicator 5: Increased participation	n in competitive sport			
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 provide children with the opportunities to participate in sports they would not usually have access to and to provide children with the opportunities to participate in competitive sport	agencies and staff within school to	Postponed due to Pandemic	Ongoing, due to Covid-19	Continued
To encourage children to engage in and improve their fitness and desire to stay activity. Including the competitive side of staying healthy and an understanding of why it is important to stay healthy.	, i			Using data to improve their own performance and how active they are. To compete against other classes.
To compete against other schools.		Fees	Children having the desire to compete and improve their own physical fitness.	To continue with this and begin to compete face to face once restrictions permit.













Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











