

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

## Commissioned by

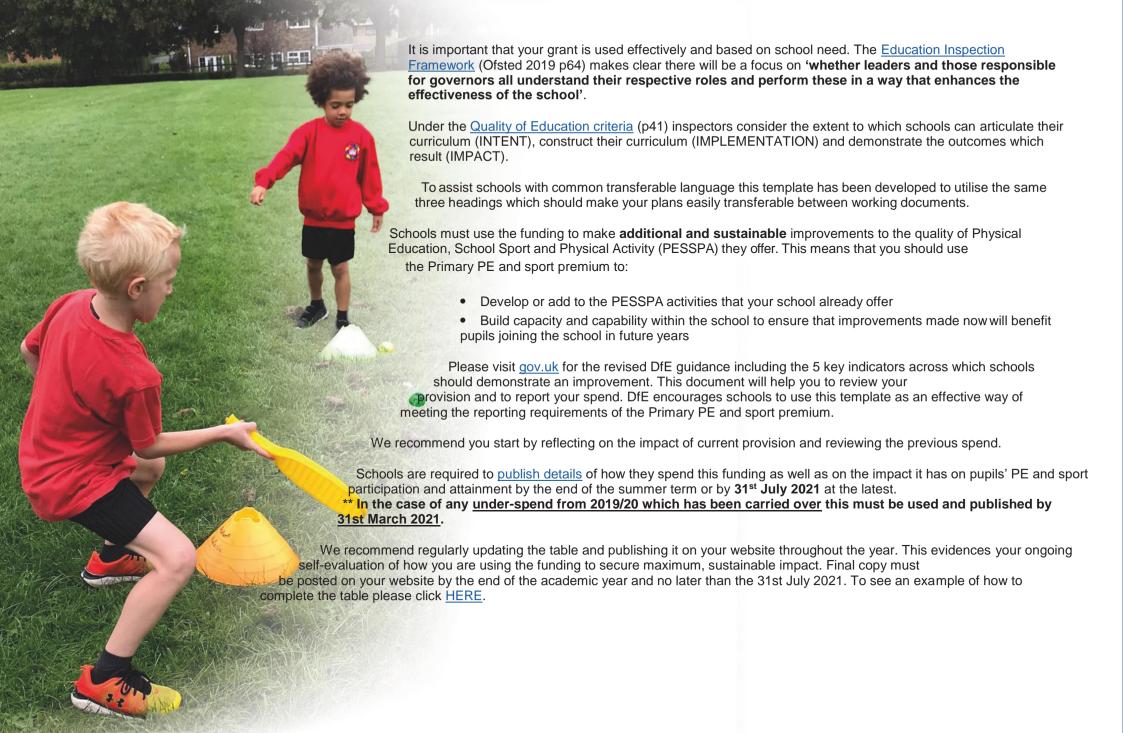


Department for Education

## **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:

- Play time leader at lunchtimes (July 2018)
- Setting up and running Forest School and introducing to the EYFS (July 2018)
- Positive feedback and observations in Forest School (July 2019/2020)
- Increased volunteers in Forest School (July 2020)
- Tree climbing and digging area added to Forest School (July 2020)
- Increase in sharing healthy selfie activities from home (July 2019)
- Frequent healthy selfie assemblies and certificates given out (July 2020)
- Yearly healthy week: last year including more activities e.g. fruit workshop, chance to shine cricket: assembly and lessons, tennis coach, yoga lessons, being mindful. sleep and kindness activities. (July 2018/2019)
- Working SCSSP PE specialist (July 2019)
- PE observation with PE specialist showed good levels of engagement and confident delivery. (July 2019)
- Pupil voice carried out twice a vear
- Sports day
- Lunchtime SEN social skills and active club set up
- Began to see an increase in ipads used in lessons at the start of the year before COVID (July 2020)
- Record of attendance clubs set up to help target children who are not accessing clubs and to ensure club spaces are given to children who need not get a space in the previous term (July 2020)
- Whole school active trip within the local community was well attending by families with positive feedback (July 2020)
- Pupil voice guestions linked more closely with Forest School and Lunchtimes (July 2020)
- Offering a range of clubs including multiskills, football, yoga, balancability, lego club, archery, arts and crafts, gymnastics and cooking. All with a good uptake, (July 2018/2019/2020)

- Areas for further improvement and baseline evidence of need:
- respond to the needs of staff and increase CPD within PE • Continue to increase the use of ipads in PE as a teaching and assessment tool

Due to COVID-19 findings from staff voice have not been implemented. Revisit and

- Due to COVID-19 more active trips with the community and families did not happen. When safe and appropriate we want to continue to work to increase the number of whole school activities linked to physical activity and broaden experiences within the community.
- Plan additional intra-competition in Healthy week
- Unfortunately, due to COVID-19 we have not been able to run clubs. During lockdown we shared physical activities as part of are remote learning as well as activities focusing on well-being. Since returning to school, we have continued to run the SEN lunchtime club and have set up our own active lunchtime club with all KS1 children. We have shared online clubs and we are looking into setting up a small voga club for Reception children.
- Set up our own active lunchtime sessions with staff from school in response to COVID 19 and decreasing engagement of previous club provide. We hope to increase the engagement and enhance social skills and resilience of all KS1 children
- Increase and promote active travel to school in response to COVID-19 and traffic problem near school.
- Due to COVID we cannot have whole school healthy selfie assemblies. Parents have been asked to send in photos and they are being added to the board in the hall for all children to see.
- Fine motor has been highlighted as an issue for some children across the school. Therefore a focus on resources for each class to build these muscles will be looked into.

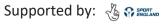
Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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













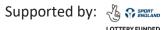
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £6641	Date Updated: 26/11/2020		
What Key indicator(s) are you going to				Total Carry Over Funding:
guidelines recommend that primary sc	hool pupils undertake at least 30 m	inutes of physical activity a da	y in school	£6641
Intent	Implemen	tation	Impact	
Run an active play club at lunchtime for KS1 to increase physical activity, social skills and build resilience. To improve behaviour at lunchtimes, within class.	Employ 2 members of staff to run 4x15minute active games a day for children in Year 1 and Year 2	£4332	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils reengagement with school. What has changed?:	Allocate funding from 2020-2021 to continue the club across the year.
Run 2 small yoga clubs for Reception to develop and strengthen core muscles and balance to improve coordination.	Yoga instructor to deliver 2 separate yoga session.	£600	nas changed?.	Offer the club to all year groups when we are able to safely.
Fine motor resources for all classes to build and strengthen hand and finger muscles, improving handwriting across the school.	Box of activities specific to fine motor control for each class.	£150		Reusable items that can be kept in the class for following years.
Employ an extra person for Forest School to help with running the session. So that children can still access Forest School and the resources during restrictions of COVID-19.	Member of staff 30mins each day.	£ 2253		Would not need to carry on once COVID restrictions are in place. Allows for the continuity of Fores School for all children during COVID-19.
Buy new quoits and balls to ensure PE can be delivered safely and children have access to resources during lunchtimes whilst play equipment is doing allowed to be accessed. We want our children to stay active and playful during their lunchtimes and minimise the impact of COVID- restrictions.	PE coordinator and finance to order equipment.	£150		













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.	N/A
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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A













## **Action Plan and Budget Tracking**

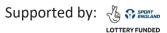
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £ 17022	Date Updated: 2	26/11/2020	]
Key indicator 1: The engagement of all		Medical Officers g	uidelines recommend that primary	Percentage of total allocation:
school pupils undertake at least 30 minut	tes 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:
1.Continue to run an active play club at lunchtime after March 2021 for KS1. We want children to increase the amount of time they are physically active for, to improve social skills and build resilience. We want children to learn to cooperate, rely on each other, feel part of a group, learn new games skills and apply during breaktimes, lunchtimes and afterschool. We want them to have coping mechanisms for when something does not go their own way. e.g. learning to share, losing a game. This will improve behaviour at lunchtimes and within class.		£4332		
2.Run an active play club at lunchtime for Reception. Same as above. With a focus on nurture and well-being. We want children to make links with being active, outside, friends and feeling happier.		£2166		
3. Run SEN lunchtime games/nurture/social skills club. We want our children to develop their social communication skills and gross motor	Employ 2 members of staff to run club for 35minutes a day. Staff to work with PE coordinator and SENco.	£2166		













being raised across the school as a tool	for whole school in	nprovement	Percentage of total allocation:
3			
		_	%
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:
Teachers to upload example videos and photos to sharepoint. PE coordinator to monitor and discuss during staff meetings. Pupil voice question added specific to reviewing and improving learning.	£150		
PE coordinator to lease with club providers and head teacher as soon as we can provide more.	£0		
Finance staff to input data on sheet and share with PE Coordinator. Finance staff to allocate club spaces to children who have not had a club. PE coordinator to identify children to target and office staff to send letter to their family.	£150		
Head teacher to ask parents to send DF	f0		
	~~		
	Implementation  Make sure your actions to achieve are linked to your intentions:  Teachers to upload example videos and photos to sharepoint. PE coordinator to monitor and discuss during staff meetings. Pupil voice question added specific to reviewing and improving learning.  PE coordinator to lease with club providers and head teacher as soon as we can provide more.  Finance staff to input data on sheet and share with PE Coordinator. Finance staff to allocate club spaces to children who have not had a club. PE coordinator to identify children to target and office staff to send letter to their family.	Implementation  Make sure your actions to achieve are linked to your intentions:  Teachers to upload example videos and photos to sharepoint. PE coordinator to monitor and discuss during staff meetings. Pupil voice question added specific to reviewing and improving learning.  PE coordinator to lease with club providers and head teacher as soon as we can provide more.  Einance staff to input data on sheet and share with PE Coordinator. Finance staff to allocate club spaces to children who have not had a club. PE coordinator to identify children to target and office staff to send letter to their family.  Head teacher to ask parents to send PE £0	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?:  Teachers to upload example videos and photos to sharepoint. PE coordinator to monitor and discuss during staff meetings. Pupil voice question added specific to reviewing and improving learning.  PE coordinator to lease with club providers and head teacher as soon as we can provide more.  £150  Finance staff to input data on sheet and share with PE Coordinator. Finance staff to allocate club spaces to children who have not had a club. PE coordinator to identify children to target and office staff to send letter to their family.  Head teacher to ask parents to send PE £0









	see.	r		
children to live healthy lifestyles and to	PE Coordinator to take a day to plan week and contact various outside providers. TBC depending on COVID-19. Will revise so it can go ahead if we are restricted.	£180		
physical activity. To broaden children's	Senior Leadership Team and teachers to plan during whole school enquiry planning. When restrictions are lifted.	£180		
Key indicator 3: Increased confidence, k	nowledge and skills of all staff in teaching	ng PE and sport	•	Percentage of total allocation:
	-			0/
				%
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Review Staff Voice [SV] – undertake a needs analysis to ascertain what CPD staff require. We want our staff to feel confident in delivering high quality PE, so the children learn key skills and a love for PE.		£360 TBC		
				I













Observations/planning scrutiny to ensure our children are receiving PE inline with Long Term Plan and to ascertain what PE looks like across the school.	the observations PE coordinator to	£180		
PE coordinator to attend Youth Sports Trust and CAM academy work party on curriculum development. We want to adapt and develop what we deliver so that our children are receiving high quality PE education.	via Zoom every other week.	£0		
Pupil Voice - to understand teachers impact on children's PE. We want our children to be able to articulate what they have learned, talk about healthy lifestyles and enjoy PE.	PE Coordinator to take 1x PM slot	£120		
PE Coordinator attend PE conference and Network meetings to increase coordinator knowledge and confidence.		£500		
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:
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	-	_	pupils now know and what can	next steps:
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  Healthy Week visitors linked to PE and Forest School. To inspire our future generation in being active, life healthy lives, respect our planet and become sporting professionals.	are linked to your intentions:  Plan in healthy week	allocated:	pupils now know and what can	next steps:

health. Provide them with opportunities				
they may not have. To encourage them to				
be lifelong learners in the great outdoors.				
To learn to respect our planet.				
Increase the numbers of FS volunteers to				
rise the child to adult ratio and enable				
children to access more activities. To				
help broaden the range of activities.				
The production and range of activities				
Continue to provide den building and				
digging area.				
Christmas active school fete – children	L.,			
will see active activities and fun and	RL to plan and include active activities	£0		
engaging. Children will develop skills of				
tolerance, turn taking and perseverance.				Danagta as of total allocations
Key indicator 5: Increased participation in	n competitive sport			Percentage of total allocation:
				%
				/0
Intent	Implementation		Impact	70
Intent Your school focus should be clear	·	Funding	·	
	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
Your school focus should be clear what you want the pupils to know and be able to do and about	·	Funding allocated:	Evidence of impact: what do pupils now know and what can	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and	Make sure your actions to achieve		Evidence of impact: what do	Sustainability and suggested next steps:
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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:	allocated:	Evidence of impact: what do pupils now know and what can	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 consolidate through practice:  Chance to Shine – Year 2 pupils	Make sure your actions to achieve are linked to your intentions:  PE Coordinator to liaise with SLT,		Evidence of impact: what do pupils now know and what can	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 consolidate through practice:  Chance to Shine – Year 2 pupils participate in cricket training, to broaden	Make sure your actions to achieve are linked to your intentions:	allocated:	Evidence of impact: what do pupils now know and what can	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 consolidate through practice:  Chance to Shine – Year 2 pupils participate in cricket training, to broaden their experiences of different sports. To	Make sure your actions to achieve are linked to your intentions:  PE Coordinator to liaise with SLT, Year 2 staff and Chance to Shine	allocated:	Evidence of impact: what do pupils now know and what can	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 consolidate through practice:  Chance to Shine – Year 2 pupils participate in cricket training, to broaden	Make sure your actions to achieve are linked to your intentions:  PE Coordinator to liaise with SLT, Year 2 staff and Chance to Shine	allocated:	Evidence of impact: what do pupils now know and what can	Sustainability and suggested next steps:
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Created by: Physical Education Partnerships YOUTH SPORT TRUST









