



Evidencing the impact of Primary PE funding 2020-21

'Vision for the Primary PE and Sport Premium all pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.'

Academic Year: September 2020 - July 2021 (including previous year carry over)				Total fund allocated: £ 43,512 (including carry over left from previous year)
Key indicator 1: Engagement of all pupils in at least 30 minutes of physical activity a day in school				24.8% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Employ a school sports coach.</u> To continue to allow all pupils to be frequently engaged in physical activity during and after school.	Sports coach to engage pupils with activity at break and lunchtimes. Sports coach to demonstrate games and activities etc with lunchtime supervisory staff.	£10,804	The school sports coach spends break and lunchtimes engaging pupils with a range of physical activities. This has also allowed sports coach to identify and target those less active pupils.	Lunchtime supervisory staff can be upskilled by sports coach. Provide training for Lunchtime supervisory staff to further upskill.
	Reduce cost of extracurricular sports clubs.		Extra-curricular sports clubs offered across KS1/2 for all pupils for a nominal fee which has led to an increased participation.	Conduct further pupil voice questionnaires to find out what additional activities pupils want to have available. Provide training opportunities for staff to improve delivery of clubs.
	Training of Play leaders within Year 5 cohort.		Play leaders clearly identifiable on yard during break and lunchtimes through hoodies purchased by school. Predominantly focussed	Increase training provision of play leaders to improve confidence in delivering a wider range of games etc.





			on engagement in organised games for KS1 pupils.	Investment in a 'buddy bench' to identify pupils in need of engagement.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school development				% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
As part of his role the sports coach has created a number of sports videos for pupils and families to engage with as part of their home learning.	Videos completed and uploaded	See Key indicator 1	Available on social media platforms for pupils and staff to engage with.	Consider provision of videos throughout the holidays to keep pupils and parents engaged with the school sports provision.
	Curriculum days		Evidence of PE specific events within curriculum days and focus of half day event for each class during Curriculum week.	Sports personality of the year award.
Forest School	School to develop Forest School provision as part of curricular and extracurricular learning.		Evidenced throughout the class Floor Books and social media platforms. There are now two weekly sessions for classes to access which promote physical activity and	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Improve the delivery of PE</u> Improving the delivery of PE will allow all pupils to partake in a more engaging and tailored curriculum.	Provide staff with professional development, mentoring, training and resources to help them teach PE and	See Key indicator 1	Sports coach has taken responsibility for planning lessons with the support of teaching staff, wherever possible links have been made to other aspects of pupils' current curriculum studies. Staff have been able to shadow and support sports coach in areas that they	Continue to make staff aware of CPD opportunities around the PE curriculum. To look in to developing a member of staff in to a swimming support coach to improve delivery of swimming curriculum/Look in to extra





Working with a sports coach will upskill the staff.	sport more effectively. Sports coach to work with teachers to enhance or extend current opportunities.			opportunities for Year 6 pupils without 25m to gain opportunities to do so.
	SLA staff to support in delivery of PE lessons/extra-curricular clubs.		Pupils will get an even greater number of opportunities to participate in different activities.	To work with sports coach to identify best strategy for implementing the use of SLA staff across the academic year. i.e. coaching in preparation for events.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				15.6% of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<u>Employ sports coach</u> To improve standard and consistency of delivery of PE and extra-curricular activities.	Sports coach to deliver PE lessons. Sports coach to work with pupils at break/lunchtimes. Sports coach to deliver extra-curricular clubs.	See key indicator 1	School have offered a number of sports based extracurricular clubs across the year. There have been a total of 7 different sport and wellbeing based extra curricular clubs which have been accessed by 146 children across the academic year.	To continue to develop the role of the sports coach in delivering a diverse range of extra-curricular clubs as outlined from pupil voice questionnaires. Continue to use external agencies where required to further increase sports and physical activity provision.
<u>New equipment for PE curriculum</u>	School ordered new equipment to enhance the PE curriculum.	£2394.90	School will be able to offer more mats for gymnastics lessons and as such pupils can be more engaged in their learning.	Audit current PE equipment and replace any old/damaged resources.





<p><u>New equipment for use at break/lunchtimes.</u> For habitual physical activity.</p>	<p>School has invested heavily in providing new play equipment to get pupils more active at break and lunchtimes as well as in extracurricular clubs.</p>	<p>£2704.75</p>	<p>Children were encouraged to be excited for the chance to be outside again after Spring 1 lockdown. The new equipment was engaging and new to them, allowing them to learn new skills and play with others with social distancing in mind.</p> <p>There are now multiple Forest School sessions across the school each week where pupils are outside and active in comparison to partaking in a standard lesson in a classroom. There are also a number of extra-curricular clubs linked to gardening etc where pupils are being active and learning about growing own fruit and vegetables etc.</p>	<p>To continue to gradually develop outdoor sports equipment available to pupils.</p> <p>Develop links to enterprise in order to allow pupils to manage their own sustainability of projects.</p>
<p><u>Storage</u></p>	<p>School has been able to</p>	<p>£1,699.85</p>	<p>By having accessible equipment pupils are able to make an informed choice around physical activity and allow quicker access to these resources to extend active time at break and lunchtimes.</p>	
<p>Key indicator 5: Increased participation in competitive sport.</p>				<p>% of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>





<u>Inter school competitions</u>	Pupils have participated in online competitions due to not being able to attend these in real-life as part of the SLA Provision.	See Key indicator 1	This was showcased through the school social media platforms. As a result of this pupils were able to compete against other schools in a safe and manageable environment.	School to look at re-engaging with the SLA competition calendar once it is safe to do so.
<u>Intra School competitions</u>	School has co-ordinated our own Sports Day on top of a recreational Fit4Fun event which included a charity Fun Run.	See Key indicator 1	Pupils competed within class bubbles against their peers. This meant that pupils were still able to participate in competition but remain within current government guidance.	School to look at re-engaging parents and carers within these events once it is safe to do so.
				Total % spend so far: 40.4% £17603.50

*Current Year 6 cohort attendance at swimming was affected by COVID-19 and consequently not as many pupils were able to complete 25m requirements as in previous years. Pupils usually complete a final assessment in Year 5 which they did not get the full opportunity to complete.

Swimming and water safety	% of pupils who successfully completed required skills.
Current data based on single entry Year 6 class of 30 pupils.	
Percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	73.3%
Percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year	73.3%
Percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	73.3%

