



# Evidencing the Impact of the Primary PE & Sport Premium

2020-21 Academic Year

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 2020	Areas for further improvement and baseline
<ul style="list-style-type: none"> <li>• <b>Platinum School Games Award – 3<sup>rd</sup> Year</b></li> <li>• All children have the chance to partake in all activities, impacting on their skills, knowledge, confidence and self-esteem.</li> <li>• Confident and competent staff, who are able to develop their own subject knowledge and confidence.</li> <li>• Teaching responds to the strengths and needs of the pupils.</li> <li>• High quality well planned and structured lessons with high expectations to inspire motivate and challenge pupils.</li> <li>• Swimming lessons enabled children who had not achieved their confidence in water to gain their 25m – Pre COVID19</li> <li>• Effective, proactive Sports Crew, Sports Leaders and PE Monitors</li> <li>• Inclusive of all children taking part in competitions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with application for Platinum School Games Award – 4<sup>th</sup> Year</li> <li>• Continue to promote a high uptake of Extended Clubs and Sports</li> </ul>

Meeting national curriculum requirements for swimming and water safety	%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021</p>	<p><b>To be confirmed due to change in provider.</b></p>

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

**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.

<b>Academic Year 2020-21</b>	<b>Total spent: £23,220.90</b>		<b>Date updated:</b>	
<b>Carried over to academic year 2021-22:</b>	<b>Total Premium for academic year 20/21: £19,780</b>		<b>July 2021</b>	
<b>£4240.10</b>	<b>Carried over from academic year 19/20 last year: £7,681</b>			
	<b>Total: £27461</b>			
<b>Key indicator 1:</b> The engagement of all 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				Percentage of total allocation:
				<b>8%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<ul style="list-style-type: none"> <li>Continue to provide coverage of a</li> </ul>	<ul style="list-style-type: none"> <li>Inter competitions due to</li> </ul>		<ul style="list-style-type: none"> <li>PE Passport – training and iPad's.</li> </ul>	<ul style="list-style-type: none"> <li>Develop staff skills and</li> </ul>

<p>broad range of sport/games taught throughout the school and in each year group (Curriculum Overview – Flexible to suit the needs of the school: PE Passport).</p> <ul style="list-style-type: none"> <li>Continue to provide transport to take children to and from competitions. (When allowed due to COVID19).</li> </ul>	<p>Covid-19 to boost self-esteem and confidence.</p> <ul style="list-style-type: none"> <li>Continue to encourage the high uptake and attendance at after-school clubs.</li> </ul>	<p>£1,840 – iPad's</p>	<ul style="list-style-type: none"> <li>Teesside Lions – Basketball skills and CPD staff.</li> <li>Due to Covid-19 transport has not been needed. This will resume in the new academic year.</li> </ul>	<p>knowledge using PE Passport.</p> <ul style="list-style-type: none"> <li>Training of TA's in relation to PE passport.</li> <li>Ensure that PE iPad's are used efficiently for the teaching of PE passport.</li> </ul>
--	--	------------------------	--	---

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				<b>34%</b>
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:
<ul style="list-style-type: none"> <li>An inclusive curriculum provision.</li> <li>Staff working alongside Sports Specialist/NPCAT/Staff Meeting/PE Passport</li> <li>Planning is of a high quality and is up to date and includes all groups of learners.</li> <li>Continue to measure the impact of all sports resources and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced quality of teaching and learning: Planning, development of subject knowledge, working alongside sports specialist, lesson observations and feedback.</li> <li>Staff Meetings/Observations: PE TLR Leader and NPCAT Sports Specialist.</li> <li>School Games: Continue to ensure that staff and children are using values in lessons.</li> <li>Monitor the impact on children's learning.</li> </ul>	<p>£7,000 NPCAT Sport</p> <p>£1,000 Anne Gibson</p>	<ul style="list-style-type: none"> <li>Virtual CPD – PE Passport</li> <li>Half termly cluster networks</li> <li>Termly CPD Sessions – PE Leads</li> <li>Drop in sessions – PE Leads for Sports Premium and Trust Mark.</li> </ul>	<ul style="list-style-type: none"> <li>CPD Staff</li> <li>Implementation of Trust Mark and sharing of information with staff.</li> <li>Promotion of sport and healthy lifestyle.</li> <li>Continue to promote the school and love of sport through social media.</li> <li>Interventions – support after covid-19</li> </ul>

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>22%</b>
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:
<ul style="list-style-type: none"> <li>Continue to produce well planned and structured lessons with high expectations are set by staff to inspire, motivate and challenge pupils.</li> <li>Planning, lesson observations and feedback, CPD.</li> <li>Teaching responds to the strengths and needs of the pupils.</li> <li>Resources available to teach each lesson and the correct amount of equipment for each pupil is provided.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure that there is a positive impact on the delivery of lessons.</li> <li>PE, Sports and Extended Clubs to be broad and balanced.</li> <li>Teaching continues to respond to the strengths and needs of the pupils.</li> <li>High expectations and rigorous planning for all pupils.</li> </ul>	<p style="text-align: center;">£4,665 Equipment</p> <p style="text-align: center;">£366.98 Storage for equipment</p>	<ul style="list-style-type: none"> <li>Resources / equipment for physical activity.</li> <li>Further resources and equipment purchased for sporting activities (extra-curricular)</li> <li>Equipment for sports day.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure that staff are aware of SEND and More Able and Talented children and that this is evident in their planning and lessons.</li> <li>Implementation of PE Passport in all PE lessons.</li> <li>Increased pupil participation: Record of children attending extended school activities, data analysis – PE Passport.</li> <li>Positive attitudes to mental health and well-being.</li> <li>Staff CPD Audit.</li> <li>All staff and pupils to take care of equipment and storage.</li> </ul>

--	--	--	--	--

<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				<b>35%</b>
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:
<ul style="list-style-type: none"> <li>Swimming lessons to target children who have not achieved swimming 25 m, staff to accompany children to sessions – Barracuda Swimming.</li> <li>Lunchtime activities – Relate to behaviour reward system. Children participate in house groups contributing towards the extra 30 minutes extra of physical activity (Post COVID19 when social distancing allows).</li> <li>NPCAT Partnership.</li> <li>After school club coaches/Outside Agencies: Follow the interests of the children and the data highlights this. Teesside Lions.</li> </ul>	<ul style="list-style-type: none"> <li>Providing a broader experience for children to achieve their 25m and to develop and learn an important life skill (swimming).</li> <li>Increased school-community links: Outside agencies e.g.: Middlesbrough Rugby Club/Judo Club/Teesside Lions.</li> <li>Continue to encourage children to join different clubs for new experiences, signposting to clubs.</li> <li>Active lunchtimes and playtimes will continue to be encouraged.</li> </ul>	<p><b>Swimming</b> Allocation not used due to Covid-19.</p> <p>Teesside Lions to date: £3065</p> <p>Sporting CPD £5,110</p>	<ul style="list-style-type: none"> <li>Increased pupil participation.</li> <li>Pupils Voice: Continue to develop Sports Crew/Play Leaders.</li> <li>Use of orienteering and other OAA skills in subjects such as Science and outdoor learning have had a considerable impact on the children's confidence and concentration levels/Cross Curricular Links.</li> <li>The pupils continue to contribute to the Head Teachers School Development Plan (SDP) and Self Evaluation Plan (SEF).</li> </ul>	<ul style="list-style-type: none"> <li>Upskilled, confident teachers with good subject knowledge delivering lessons each week.</li> <li>Classroom learning - Athletes and how they develop as sportspeople/sportsmanship.</li> <li>Positive attitudes to <b>mental health and well-being</b>.</li> <li>Sports Crew to train and develop future Sports Crew leaders.</li> <li>Sports Leaders and Sports Crew to support and encourage other children to make healthy choices. Role models to younger children.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupil's leadership skills and management skills continue to develop. (Sports Crew and Play Leaders).</li> </ul>			
--	--	--	--	--

<b>Key indicator 5:</b> Increased participation in competitive sport				Percentage of total allocation:
				<b>1%</b>
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:
<ul style="list-style-type: none"> <li>Extended school activities allow all pupils to access and engage in a broader learning experience.</li> <li>NPCAT Sports for club links and specialist advice.</li> <li>Increased participation in inter-house competitions particularly in KS1. Mr D. McTiernan to develop across NPCAT schools.</li> <li>NPCAT Competitions.</li> <li>School Games Award.</li> <li>Inclusive of all children taking part in competitions and activities. (PE Passport to help monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil questionnaires, Staff and Parent Questionnaires/Audits.</li> <li>Resources bought for children to participate in a range of different sports and for an engagement in competitive sport.</li> <li>NPCAT Sports Partnership for festivals and competitions.</li> </ul>	Sporting Kit £174	<ul style="list-style-type: none"> <li>Travel expenses will resume in the academic year 2021 – 2022.</li> <li>Competition to also resume in the next academic year 2021 - 2022</li> <li>Pupil voice is extremely important in St Edwards and this is very clear and evident through the confidence and contributions of both the Sports Crew, PE Monitors and Sports Leaders.</li> <li>Participation in competitions (both inter and intra)</li> <li><b>School Games:</b> Continue to implement across the whole school. (Passion, Self-Belief, Respect, Honesty, Teamwork and Determination).</li> </ul>	<ul style="list-style-type: none"> <li>Increased pupil participation in PE and Sports.</li> <li>Record of children attending extended school activities, data analysis. (PE Passport).</li> <li>Inclusive of SEND pupils in competitions throughout the year.</li> </ul>



			<ul style="list-style-type: none"> <li>• Pupil concentration, commitment, self-esteem and behaviour enhanced.</li> <li>• Continue to promote a sense of achievement and for all children to be proud to be representing their school.</li> </ul>	
--	--	--	--	--

<b>Signed off by:</b>	
<b>Executive Head Teacher:</b>	Mrs M. Brown
<b>Head of School:</b>	Mrs A. Teasdale
<b>Date:</b>	01.10.2020 <b>Reviewed 25.06.21</b> <b>Reviewed 15.7.21</b>
<b>Subject Leader</b>	<b>Mrs R. McGuinness</b> <b>Miss A. Stamp</b>
<b>Date:</b>	01.10.2020 <b>25.06.21</b>
<b>Governor:</b>	
<b>Date:</b>	

