Evidencing the Impact of the Primary PE & Sport Premium

| **Support for review and reflection - considering the 5 key indicators form 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** |
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| **Key achievements to date until July 2020** | **Areas for further improvement and baseline** |
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| * Increased participation in a range of sports * After school activities wide raging and well attended * PE lessons in school enriched by employment of Sports Coach * School offers financial support so that pupils experience sports such as skiing, which would be finically beyond many families * Increased participation in competitive sport * Intervention for gifted, talented and more able pupils * PE scheme for whole school in place and followed and has positive impact on achievement for pupils | * New equipment required to replace some outdated stock * Links with other schools and clubs. * Extra-curricular coaching. * Purchase of additional PE equipment * Purchase of sports vests for all P.E competitions * Need to provide a diverse range of sports |

| **Meeting national curriculum requirements for swimming and water safety** | **%** |
| --- | --- |
| 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 2021 | 68% ( Catch up sessions could not be attended due to COVID) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 98% |
| 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 |

| **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.** |
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| **Academic Year 2020-21** | **Total fund allocated: £** |  | **Date updated:** |  |
| --- | --- | --- | --- | --- |
| **Key indicator 1:** 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: |
| % |
| **Intent** | **Implementation** | | **Impact** | £4,250 |
| 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: |
| Introduction/ training of Sports Leaders to run school games.  Leaders to run these games and competitions during lunchtimes  Replenish sports equipment to be used by pupils during P.E. lessons and at playtimes.  School employs a sports coach who delivers football coaching to after school clubs for all KS1 and KS2 pupils. | Children in all age groups are provided with a range of sports activities at play times.  Pupils use balance equipment, skipping ropes, balls, hoops, bats and balls.  Children have access to high quality P.E. equipment during P.E. lessons.  All children are provided with the opportunity to participate in a variety of extracurricular sporting activities. | Free  £750  £3,500 | Due to covid and bubble restrictions children have only been able to lead competitions within their own class bubble. Children have become more confident in understanding the rules of games and how to guide each other to enable their skills to improve.  Hockey sticks were purchased which allowed children to hold equipment correctly which improved their hockey skills.  After school clubs have focussed on P.E topics that were missed during lockdown which has allowed children to access a wide and varied P.E curriculum. | In September, Sports Crew to be picked. Children to lead lunchtime competitions based on the half term topic.  School to audit sports equipment, gymnastic mats may need replenishing. Fundraising could contribute towards this purchase.  After school clubs continue based on half termly topics or topics that children may need more time on to develop their skills. |

| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | NPCAT (Trust Partnership)  = £7,500 |
| 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: |
| P.E passport to be used as a planning and assessment tool across the school. Teachers to become confident in using the app every pe lesson. | Staff training on the P.E passport by P.E lead and Trust partnership. | (Trust Partnership) | P.E passport has allowed staff to be able to grow in confidence with P.E as they have lesson guidance through the lesson plans.  Staff are also able to use ongoing assessment through the lessons and provide evidence of children’s abilities and progress. | Staff to continue to use the P.E passport to enhance their knowledge and understanding. Teaching assistants to be trained on P.E passport so they are able to assess children within a P.E lesson. |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | £10,000 |
| 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: |
| School employ a sports coach to work alongside staff to develop their subject knowledge and increase confidence when teaching P.E.  Staff CPD is available through the Trust partnership including individual training days for staff members. | Support by qualified sports coach to deliver high quality PE sessions.  Support for planning and assessment and CPD. | £10,000  (Trust partnership funding) | Children are taught by a skilled sports coach and class teacher which allows for differentiation and assessment to take place within the lesson. Teachers are more confident when teaching P.E as they are guided by a skilled coach.  The new P.E lead has been able to develop her understanding of the P.E subject through Trust meetings and reviews. | Working alongside the sports coach and P.E passport staff should be able to teach outstanding P.E lessons and recognise individuals who may need more support whether it be SEN or Gifted and talented.  P.E lead to continue working with the trust and other schools to develop P.E and enhance children’s learning. |

| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | £4,500 |
| 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: |
| Carlton Visit  Urban Kaos  Judo experience  Outdoor skiing trip for Year 5 pupils | Encourage children to try less mainstream sports such as canoeing, orienteering and rock climbing.  Improved participation in dance across the entire school especially trying to narrow the gap between girls and boy’s participation with dance.  Increased knowledge and understanding of rules and coaching techniques for cricket. Support and encourage pupils who are interested in the sport.  Pupils will take part in an outdoor trip where possible, which will allow them to develop a wide variety of skills. | £2,000  £2,500  Free  £9,000 | Children have accessed a range of activities which they have developed a passion for. Their independence and confidence has grown preparing them for secondary school.  All children across key stages have participated in street dance and engaged in every lesson. They have progressed not only their dancing skills but their choreography and rhythm abilities. Children show a passion for dance now and boys especially look forward to the dance lessons.  All key stages accessed a free judo taster session. It allowed them to have an understanding of the history of judo and self defence. Some children have now signed up to judo after school.  Unable to happen this year due to Covid but the trip has been planned for 2022. | Y4 to have the opportunity to visit Carlton in 2022.  Urban Kaos to continue teaching dance in school. Look at whether they could come in for a full term rather than half term. Children to have end of block performance for peers or key stages.  To book another judo session for next year to engage more children in the sport.  Ski trip planned with CTK to become an annual trip. Give Y4 parents more advanced notice of the trip. More parents may be able to afford the trip if given more notice. |

| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | £2,500 |
| 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: |
| Trust Sports Partnership | Pupils apply skills they have developed through sport to their own life both within and outside school. Individual talent is recognised and nurtured from a young age. Children of all abilities will be able to experience a competition or festival. | (Trust partnership) | Due to Covid, competitions have not started this year. | Children of all abilities to access competitions and festivals next year. |

| **Signed off by:** | **J** |
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| **Headteacher:** | Mr J Conwell |
| **Date:** | 14.07.21 |
| **Subject Leader** | Mrs C Sims |
| **Date:** | 14.07.21 |
| **Governor:** | Mr G Morgan |
| **Date:** | 14.07.21 |