

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All pupils benefit from two hours of PE each week – there has been no change to this curriculum offer, despite our focus on recovery following national lockdowns • Provision was made during lockdown for physical activity to continue via home learning • Levels of engagement have been excellent, with outstanding behaviour in lessons 	<ul style="list-style-type: none"> • Our setting makes local competition arrangements challenging • Succession planning for young leadership • Recovering from the impact of lockdown on local inter-school competition

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £3380.03
+ Total amount for this academic year 2020/2021 £16880
= Total to be spent by 31st July 2021 £20260.03

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.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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

Academic Year: 2020/21	Total fund allocated: £16880 + carry forward: £3380.03	Date Updated: June 2021		
Key indicator 1: The engagement of <u>all</u> 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: 30%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils will take part in regular physical activity during and beyond the school day – this will have a positive impact on physical and emotional wellbeing, and subsequent pupil outcomes across the curriculum.	<ul style="list-style-type: none"> • Employ Evolve Health Mentor to work across the school. • Complete ‘Active School Planner Activity Heatmap’ tool to identify when children are most/least active. • Review class timetables to ensure that PE is given sufficient time during the week. • Review and further develop extra-curricular provision. • Develop young leaders to further facilitate regular physical activity at break times and during PE lessons. • Further enhance tracking of children taking part in extra-curricular activity. 	£6000	<ul style="list-style-type: none"> • The profile of Physical Education and School Sport has been raised, giving it elevated status within the school. • Two hours of high-quality PE is timetabled and delivered to all year groups each week. • Sports Ambassadors, supported by the Health Mentor, deliver activities each day during break times and lunchtimes. • Extra-curricular physical activity is enhanced with ‘Wake and Shake’ activities at Breakfast Club. • Registers and records used to identify levels of participation, which have improved. • Continued programme of after-school clubs with good attendance (pre and post-lockdown). • Pupil outcomes – across the curriculum – are strong. • Overall attendance is above national averages and behaviour is outstanding. 	<ul style="list-style-type: none"> • Our extra-curricular programme creates an expectation within the school community that we will continue to offer this provision, which sustains demand. • Our young leaders act as role models for those aspiring to take on similar responsibility. • We focus on physical and mental wellbeing – this leads to a calm working environment which enables children to succeed. • Our timetables work well and are now established – PE is given significant priority. • We will continue to work with the least active children so that we can identify ways to increase their physical activity.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils will recognise that regular physical activity brings physical and emotional benefits, as well as having an impact on academic/vocational outcomes.	<ul style="list-style-type: none"> • Employ specialist Health Mentor to raise the profile of PE and school sport. • Review schemes of work and long-term plans to ensure that these meet pupil needs. • Further improve the quality of resources. • Health Mentor to complete termly 'Wellbeing Compass'. • Pupil Questionnaires. • Timetable targeted Health Mentor Support in other curriculum areas. 	£6000	<ul style="list-style-type: none"> • Attendance, participation and behaviour at/during PE lessons is a strength across the school. • 'Wellbeing Compass' data indicates that children believe their emotional wellbeing, levels of physical activity and personal development have all improved during the year. • Pupil outcomes across the school are strong and show improvement throughout the year. • There are more opportunities for children to demonstrate greater independence, particularly in leading physical activity and by the least able, though this has been impacted by lockdowns and can happen only within class 'bubbles'. • Pupils and parents report that they are overwhelmingly happy with all areas of school life. 	<ul style="list-style-type: none"> • Long-term plans have been proven to be effective in meeting children's needs. • Stakeholders value PE and school sport, recognising the impact of this. • There are more opportunities for 'vulnerable' groups and less confident individuals to engage in sporting activities, with positive uptake. • Additional extra-curricular experiences have enabled children to fulfil their social potential and live healthier lifestyles, where this has been possible in accordance with Government guidance for the safe reopening of schools (COVID-19). • We will continue to challenge the most able and further develop the habits of successful learners.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All teaching staff will be able to deliver a range of high-quality, safe PE and school sport activities.	<ul style="list-style-type: none"> • Employ specialist Health Mentor to provide professional development for all staff, with a focus on lesson delivery and assessment. • Audit staff CPD needs (Performance Management). • Health Mentor to audit resources to ensure that all practitioners have access to quality lesson materials. • Procure additional CPD from specialists in particular sports (e.g. cricket). • Further develop young leaders to support a sustained improvement in the quality of provision. 	£2750	<ul style="list-style-type: none"> • As a result of good leadership in the subject and confident and knowledgeable staff, all pupils are on track to make good or better progress, building on prior achievement. • Staff report increased levels of confidence and ability. • The quality of all lessons is at least 'good'. • Children report – via the 'Wellbeing Compass' – that they are increasingly active and that their personal development is improved. • 'Non-participation' does not exist. • All staff are confident in ensuring all safety requirements are met and, as a result, pupils tell us that they feel safe and secure; this has encouraged them to challenge themselves, thus improving their overall attainment. • Visitors remark on the very happy and productive working environment in school. 	<ul style="list-style-type: none"> • Staff will have the skills and expertise to continue the delivery of high quality PE and school sport. • The Subject Leader and school leadership team have the skills to continue to monitor the quality of PE and school sport, measuring this against current benchmarks. • The subject leader will ensure that staff are kept up-to-date through staff meetings and dissemination of information.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils, including the least active, will continue to experience a wide range of sports and physical activities. This will have clear benefits to their emotional and physical wellbeing.	<ul style="list-style-type: none"> • Health Mentor to audit current provision, including extra-curricular. • Increase the range and quality of resources available for PE lessons and school games. • Continue to provide inclusive PE and school sport by meeting individual needs in PE lessons where needed. 	£2000	<ul style="list-style-type: none"> • This has been the Key Indicator most adversely affected by school closures and our inability to invite visitors in to the setting. • Pupils have continued to enjoy a range of physical activities within their class bubbles and Class Teachers have been creative in their approach to keeping children active (e.g. using physical activity to keep children motivated as we try to recover learning lost during lockdowns). • Children with additional needs have continued to access their programmes of study and make progress within the PE curriculum. 	<ul style="list-style-type: none"> • Long-term plans have been proven to be effective in meeting children’s needs. • Stakeholders value PE and school sport, recognising the impact of this. • There are opportunities for ‘vulnerable’ groups and less confident individuals to engage in sporting activities, with positive uptake. • Additional extra-curricular experiences have enabled children to fulfil their social potential and live healthier lifestyles.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils will recognise that regular physical activity, including competition, brings physical and emotional benefits, as well as having an impact on academic/vocational outcomes.	<ul style="list-style-type: none"> • Create inter-school competition opportunities • Set up dodgeball fixtures for KS2 • Set up a gross and fine motor skills tasks to link to school competition KS1 • Greater access to a variety of sports coaches to come into school to coach/promote different sports • Sports Ambassador training • Coaching sessions from Evolve 	£3500	<ul style="list-style-type: none"> • High standards have been achieved through effective use of assessment, target setting and good quality planning. • We have created a safe and caring environment in which the school community can enjoy competition. • We ensure equal access and equal opportunities for all. • We know that we encourage children to develop lively, imaginative, enquiring minds and healthy bodies. • We have enabled children to develop their confidence, self-esteem and self-discipline, despite a particularly challenging period. 	<ul style="list-style-type: none"> • We value competition and this is an embedded feature of our long-term plans. • We need to continue to secure opportunities for inter-school competition when other local settings have moved away from the local School Games offer. • It has been difficult to invite visitors in to school due to COVID-19 restrictions. However, this has still taken place on a restricted basis.

Signed off by	
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Date:	28.6.21
Subject Leader:	Alex Dawson
Date:	28.6.21

Governor:	David Coggrave
Date:	28.6.21