



Evidencing the Impact of Primary PE and Sport Premium

Department for Education 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

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT?

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

| Key priorities to date: | Key achievements/What worked well: | Key Learning/What will change next year: |
|--|---|---|
| <p>Increase range of activities offered and increase pupil participation</p> <p>Active lunchtimes, engaging children during less structured time.</p> <p>Encourage fair play and teamwork whilst teaching children rules, skills and tactics of specific sports.</p> <p>Provide pathways for children to engage at community sport club level beyond the school day.</p> <p>Provide children with a taste of different sports from which they may develop a passion.</p> <p>Celebration of pupils success</p> <p>Improve teacher confidence towards PE & Sport</p> | <ul style="list-style-type: none"> • Increase participation in after school clubs • Profile of PE improved • Celebration of Sporting achievements • Role models for children • Active lunchtimes • Games Mark – Silver for 18/19, up from Bronze in 17/18 due to increased participation in events and clubs. | <ul style="list-style-type: none"> • Assessment to be implemented in term 4. • Tracking data of participation • Teaching of PE improved and monitoring of PE lessons to show impact. |

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

| Academic Year: 2020/ | | Total fund allocated: £19698 | | | | | |
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| PE and Sport Premium Key Outcome Indicator | School Focus/ planned <u>Impact on pupils</u> | Actions to Achieve | Planned Funding | Actual Funding spent | Evidence | Actual Impact (following Review) on pupils | Sustainability/ Next Steps |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | All pupils have access to physical activity both at lunchtimes and after school | Increase the variety of activities during lunchtimes and afterschool. Introduce 'Sport Crew' in a play leading role at lunchtimes. | £1717 £300 (resources) | £2575 (final payment for coaching contract) £9000 (CASP coaching package) | Register of attendance at afterschool clubs Monitoring of activity at lunchtimes Pupil voice about lunchtime activities – to be used in a formative manner to adapt lunchtimes throughout the year. | See Appendix 3: participation in clubs. We also have two coach-led lunchtime clubs, which have driven up participation in a wide range of activities. See Appendix 5: pupil voice for improving lunchtime activities and PE lessons. | Pupil voice has asked for more physical activity, and more outdoor learning. Look into ways of timetabling that. |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Quality of PE teaching improved. Good practice shared. Embed celebrations and teams from 2019. PE to be led and managed well. | Identify personal development and support needs for individual teachers and prioritise. Review celebration of pupils achievement Leadership time allocated and rewarded. | £1200 £700 (equipment) | £570 (equipment) | Improved teachers confidence in PE and Sport Monitoring Assessment and Feedback Traffic Lighting of LTP to gauge teacher's confidence. | Wall of fame display outside headteacher's office to celebrate achievements outside of school. PE display in the hall to celebrate events and club participation. See Appendices 1 and 2 for how coach-led sessions have improved teacher confidence. Discussion with teachers after coach-assisted sessions has shown increased confidence in planning and delivering lessons. | Continue CASP engagement at a full day per week. This will enable the coach to impact every year group. Encourage teachers to share good practise in particular curriculum areas. |

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| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | Quality of PE teaching improved. | Introduce new formative assessment tracking model in term 4. Develop use of formative assessment to impact following lessons. Initial traffic lighted LTP used to deploy additional coach and teacher support. | £2266 (In school coaching and mentoring) & £3183 (external coach) | £4638 (In-school coaching and mentoring) & £405 (external coach) | Traffic Lighted LTPs at the start and end of the academic year. Monitoring of lessons Discussion with teachers | See Appendices 1 and 2. Discussion with teachers after coach-assisted sessions has shown increased confidence in planning and delivering lessons. Monitoring of lessons was unable to commence due to school closures in response to the Coronavirus pandemic. | Monitor lessons in 20/21. Continue to monitor traffic lighted LTPs to ensure in-school coaching is fairly and accurately directed. |
| 4. broader experience of a range of sports and activities offered to all pupils | Children to have access to a diverse range of sports | Pupil voice as to which clubs they would like to see in school. Signpost pupils if identified as G&T to elite club Wider range of sports and activities offered both in class and through clubs. | £666 (outdoor learning package) | £667 (outdoor learning package) | Register of attendance in after-school clubs List of after-school club sports showing variety. | <ul style="list-style-type: none"> • See appendix 3 for participation in clubs. • See appendix 3 for participation in clubs. • See appendix 4 for participation in sporting events before September 2020. • See appendix 6 for participation in lunchtime clubs and virtual events after September 2020. | Continue to embed sporting events in the school consciousness through celebrating success and regularly updated PE noticeboard. |
| 5. Increased participation in competitive sport | Increase the number of pupils engaged in inter school competition. | Increased school participation with the SSP and prepare pupils for competition by skill familiarisation prior to the event Track participation in extra-curricular sports (clubs and competitions). Closer involvement with CASP. | £250 (competition package) | £250 (in £9000 spent on CASP package) | Register of pupil attendance. Pupil match reports Taking teams to events targeted at SEN/NYC groups Sports Games Mark – Gold for 2019/20 | <ul style="list-style-type: none"> • See appendix 3 for participation in clubs: we were able to provide a high variety of clubs, despite lower staffing. • See appendix 4 for participation in sporting events. • Pupil participation increase at events. | Encourage more staff to run sports clubs, when it is safe to do so. Investigate providers who could come into school to facilitate clubs, particularly in KS1. |

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Date: March 2021

Review Date: January 2020 and May 2020 and

December 2020 and March 2021

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