



# 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? 2020/2021**

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:

| <b>Key priorities to date:</b>   | <b>Key achievements/What worked well:</b>   | <b>Key Learning/What will change next year:</b>  |
|--|---|--|
| <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 &amp; Sport</p> | <ul style="list-style-type: none"> <li>• Increased participation in lunchtime clubs</li> <li>• Access to a broad range of sports and activities through clubs and lessons.</li> <li>• Use of online challenges and lessons to promote activity during lockdown.</li> <li>• Profile of PE improved</li> <li>• Celebration of Sporting achievements</li> <li>• Games Mark – Silver for 19-20 academic year, and a recognition mark for our work during lockdown.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment to be embedded into teacher practice.</li> <li>• Teaching of PE improved and monitoring of PE lessons to show impact.</li> <li>• Launching of after school clubs – when it is safe to do so.</li> <li>• Increased focus on children’s health due to inactivity levels during lockdown.</li> <li>• Use of PE to teach social skills and teamwork to address the social impact of lockdown.</li> </ul> |

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

| Academic Year:<br>2020/2021  |   | Total fund allocated:<br>£18,853   |  |                      |   |  |                            |
|--|---|--|--|----------------------|---|--|----------------------------|
| PE and Sport Premium Key Outcome Indicator   | School Focus/<br>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 break time and lunchtime.   | Increase the variety of activities during lunchtimes. Introduce ‘Sport Crew’ in a play leading role at lunchtimes and break times.<br>‘Daily 5’ – five minutes of running at the start of break time.<br>PE Challenges – weekly challenges for the children to beat their personal scores. | £5000 – CASP half-day package<br><br>£1500 – lunchtime coach package with Dynamic Sports |                      | Register of attendance at lunchtime clubs<br><br>Monitoring of activity at lunchtimes<br><br>Monitoring of break time activity.<br><br>Pupil voice about lunchtime activities – to be used in a formative manner to adapt lunchtimes throughout the year. |  |                            |
| 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.<br><br>Embed celebrations and teams from 2021.<br><br>PE to be led and managed well. | Identify personal development and support needs for individual teachers and prioritise.<br><br>Improve celebration of pupils achievement<br><br>Leadership time allocated and rewarded.  |  |                      | Improved teachers confidence in PE and Sport – traffic lighted LTPs.<br><br>Monitoring<br><br>Assessment and Feedback<br><br>Traffic Lighting of LTP to gauge teacher’s confidence.   |  |                            |

|  |  |   |   |  |  |  |  |
|--|--|---|---|--|--|--|--|
| <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Quality of PE teaching improved.</p>  | <p>Introduce new formative assessment tracking model in term 4.</p> <p>Develop use of formative assessment to impact following lessons.</p> <p>Initial traffic lighted LTP used to deploy additional coach and teacher support.</p> <p>Lead CPD on Autism and PE.</p>   | <p>£5000 – CASP half-day package</p>                                      |  | <p>Traffic Lighted LTPs at the start and end of the academic year.</p> <p>Monitoring of lessons</p> <p>Discussion with teachers</p> <p>Feedback after Autism and PE CPD.</p>   |  |  |
| <p>4. broader experience of a range of sports and activities offered to all pupils</p>     | <p>Children to have access to a diverse range of sports at lunchtime and break time.</p>   | <p>Pupil voice as to which clubs they would like to see in school. Signpost pupils if identified as G&amp;T to elite external clubs.</p> <p>Wider range of sports and activities offered both in class and through clubs.</p> <p>Increase budget for resources to broaden opportunity.</p> <p>Develop children’s respect for school property to better maintain existing resources.</p> | <p>£1000 - resources</p>  |  | <p>Register of attendance at lunchtime clubs</p> <p>Monitoring of activity at lunchtimes</p> <p>Monitoring of break time activity.</p> <p>Pupil voice about lunchtime activities – to be used in a formative manner to adapt lunchtimes throughout the year.</p> <p>Assemblies on new sports and respecting resources.</p> |  |  |
| <p>5. Increased participation in competitive sport</p>                                     | <p>Increase the number of pupils engaged in inter-school and intra-school competition.</p> | <p>Increased school participation with the SSP and prepare pupils for competition by skill familiarisation prior to the event</p> <p>Track participation in extra-curricular sports (clubs and competitions).</p>   | <p>CASP package – reduce to half day to free up budget for resources.</p> |  | <p>Register of pupil attendance.</p> <p>Pupil match reports</p> <p>Taking teams to events targeted at SEN/NYC groups</p> <p>Sports Games Mark – Gold for 2021/22</p>   |  |  |

Completed by: Mr Parkin

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