

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE 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.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
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

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2020**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however 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
- fund capital expenditure

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year. Once completed it must be published on your website.

Academic Year:	2019-2020
Total Funding Allocation:	£18,300
Actual Funding Spent:	£12,900

PE and Sport Premium Action Plan

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
<p>To support children in achieving active 30:30 entitlement</p> <p>Extend opportunities and areas for initiatives to be carried out, develops children’s independence for accessing activities. Children refreshed and ready to learn. Promote healthy lifestyles. Children active for longer. Develop maths skills for those who are active learners. Improved behaviour. Support children’s welfare: physical and psychological. Skill development, including leadership. More pupil involvement in clubs/sport. Increased physical activity and enjoyment for and understanding of. Support less able at physical activity.</p>	<p>On way to school Walk the mile (Tuesday before school) Walk to school: encouraged and praised, take part in local and national initiatives, e.g. walk to school week, travel surveys. Bike/Scoot to school: encouraged and praised, take part in local and national initiatives, e.g. Big Pedal, travel surveys.: scooting session on Friday for younger children.</p> <p>Curriculum PE ready; children come to school in their PE kit to encourage them to be active through day. Active Maths: all year groups Active Literacy</p> <p>Lunch and Playtimes Playtime equipment Leadership training for Years 2 and 4 sport and play leaders to support structured play opportunities at lunchtimes and playtimes. Purchase balance bikes Monthly active challenges</p>	£4900	<p>Extend opportunities and areas for initiatives to be carried out, develops children’s independence for accessing activities.</p> <p>Children refreshed and ready to learn.</p> <p>Promote healthy lifestyles.</p>

	Clubs Draw on staff skill set to provide clubs. Restart change for life club to engage less active. Activeness audit: half termly		
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
Active 30:30 as a tool to support learners throughout their school day. Develop leadership opportunities. Steps Progress: TT Pupils ready to learn Positive behaviour Children develop leadership skills and are more responsible.	Active Maths: support a range of learners and make maths more memorable/accessible. Walk the mile: awaken the children at the start of the day so they are ready to learn. Play leaders and play equipment: supports children with being engaged and successfully interacting. Train up and use Sports Bloggers	£3500	Steps Progress: TT Pupils ready to learn Positive behaviour Children develop leadership skills and are more responsible.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
To continue to develop and upskill staff to deliver High Quality PE/Sport and enable Active 30:30 High quality PE/Sport Increased levels of activity More confident staff	Observations to audit skills and gaps. Use of Sports Partnership CPD/ Training linked to up to date initiatives to support objective. Team teaching/ Planning development: introduce new planning to develop staff skills. Training linked to up to date initiatives to support objective. New planning to roll out: PE Hub Purchase new benches to support teaching of new curriculum.	£1200	High quality PE/Sport Increased levels of activity More confident staff
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
Continue to offer children a range of opportunities.	HMM days: activities varied from those that are part of their PE curriculum Close links to clubs	£800	Increased range of activities.

Increased range of activities. Increased pupil involvement.	Increase club offer provided to pupils.		Increased pupil involvement.
Indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Objective with clarity on intended impact on pupils	Key Actions	Allocated funding	Anticipated outcomes
Increased opportunities for inter school competition. Increased participation and understanding of competitive sport.	Two teams entered for Sports Partnership festivals. Increased range of Sports Partnership festivals signed up for: more key stage 1 competitions. Alameda cross country	£2500	Increased participation and understanding of competitive sport.
Increased opportunities for intra school competition. Increased participation and understanding of competitive sport.	Monthly active challenges Sports day End of unit/half termly competitions in each year group.		

PE and Sport Premium Impact Review

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Percentage of total allocation:
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>On way to school Walk the mile (Tuesday before school) Walk to school: encouraged and praised, take part in local and national initiatives, e.g. walk to school week, travel surveys. Bike/Scoot to school: encouraged and praised, take part in local and national initiatives, e.g. Big Pedal, travel surveys.: scooting session on Friday for younger children.</p> <p>Curriculum PE ready; children come to school in their PE kit to encourage them to be active through day. Active Maths trailed in all year groups.</p> <p>Lunch and Playtimes Playtime equipment purchased and provided for lunch and play times. Sets of Years 2 and 4 children were trained to enable them to support opportunities at lunchtimes and playtimes. Monthly active challenges were set and resourced.</p> <p>Clubs Clubs promoted and encouraged.</p>	<p>Children have continued to engage with scooting and biking to school, particularly a set session within the day to use their scooters/bikes. Sadly, our bikeability session was postponed however we had positive sign up numbers and children engaged in a session set up for less confident cyclists.</p> <p>Walk the mile may need a rethink as parent support dependent (may need to make it part of the school day): all children in period of Covid-19 schooling completed the mile once a week as part of the day. Also took part in daily additional active sessions e.g. Jump Start Jonny, wall bars, gym apparatus, scooting sessions. This relied on hall slots which will be more difficult with whole school so will need to think how this can be adapted into the school day next school year.</p> <p>Children have enjoyed the monthly challenges and supported levels of competition.</p> <p>PE ready continues to ensure maximum teaching time for PE curriculum.</p>		<p>More children actively enjoying scooting and biking. During Covid-19 many younger children have had the time to develop their confidence on both. We have received many photos and videos as evidence.</p> <p>Children have increased opportunities to be active which support physical and mental well being.</p> <p>More curriculum PE being accessed with support of PE ready.</p> <p>Active Maths has supported focus and achievement for those who are active learners.</p> <p>Activeness audits were a useful tool for tracking how active are children are and have helped us to consider the gaps ready for next academic year.</p>	<p>Creating a legacy when children see the benefit of being active and healthy, body and mind. Instil children with skills that they can transfer. An enjoyment for physical activity.</p> <p>Rethink walk the mile and building more set active time into the school day.</p> <p>Sadly, due to Covid-19 change for life club didn't happen so will definitely address in 2020-2021, regulations permitting.</p> <p>All initiatives can be maintained if funding taken away.</p>

	<p>Improved engagement with active maths.</p> <p>Clubs continue to have a good uptake, especially Street Dance. Free clubs provided by school have a good uptake.</p>			
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>Active Maths: support a range of learners and make maths more memorable/accessible.</p> <p>Walk the mile: awaken the children at the start of the day so they are ready to learn.</p> <p>Play leaders and play equipment: supports children with being engaged and successfully interacting.</p> <p>Train up and use Sports Bloggers</p>	<p>Active maths has had a positive impact on maths teaching with more learners engaging and progressing.</p> <p>Play leaders have embraced their roles and have a positive response and impact on their peers. They have supported improved levels of engagement and behaviour.</p> <p>Due to a change in our ICT support this year we have not achieved as we had hoped with blogging, will transfer target over to next school year.</p>		<p>Improved engagement in maths and progress levels.</p> <p>Leadership opportunities have boosted confidence and well being and has supported behaviour management.</p>	<p>Legacy of physically active learners that can access learning beyond paper and pencil and who take pride in their successes and those of their peers.</p> <p>Leadership training can be provided by in school staff.</p> <p>Active Maths skills transferable if subscription ceases.</p> <p>Develop active learning in other curriculum areas.</p> <p>Develop sports bloggers.</p>
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				Percentage of total allocation:
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>Observations to audit skills and gaps.</p> <p>Use of Sports Partnership CPD/ Training linked to up to date initiatives to support objective.</p>	<p>Team teaching has had a positive impact, enabling less confident staff to observe others to support their confidence. This will continue next school year as still some gaps.</p>		<p>Gaps in teaching identified and beginning to be addressed.</p> <p>Staff feeling more confident delivering PE.</p> <p>Collaborative work and ownership of curriculum by all.</p>	<p>Units downloaded for future use.</p> <p>Knowledge bank that can be passed on to new staff as needed.</p> <p>Continued audit of staff skills to support quality teaching.</p>

<p>Team teaching/ Planning development: introduce new planning to develop staff skills.</p> <p>Training linked to up to date initiatives to support objective.</p> <p>New planning to roll out: PE Hub Purchase new benches to support teaching of new curriculum.</p>	<p>Judo and Dance CPD was very positive, providing staff with ideas and confidence of how to support their children.</p> <p>Staff have worked collaboratively to embrace the new curriculum resource and feedback and pupil response have both been positive.</p>			
WIDER IMPACT AS A RESULT OF ABOVE				
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>HHM days: activities varied from those that are part of their PE curriculum Close links to clubs</p> <p>Increase club offer provided to pupils.</p>	<p>HHM days have been positive and have provided children with opportunities to experience new activities.</p> <p>Tennis club has re-established itself after our previous coach moved on. Increased levels of engagement with clubs as children have become old enough to access.</p>		<p>All children enjoying and engaging in HHM days.</p> <p>Children accessing new sports and having the opportunity to further develop their skills</p>	<p>Continued positive links with clubs. Enjoyment for sports they wish to pursue.</p> <p>A range of free clubs if children unable to afford payable clubs.</p> <p>Need to look at clubs offered for our younger children next school year.</p>
Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>Two teams entered for Sports Partnership festivals.</p> <p>Increased range of Sports Partnership festivals signed up for: more key stage 1 competitions.</p> <p>Alameda cross country</p>	<p>Festivals were signed up for however due to Covid-19 not all competitions took place.</p> <p>Those that did take place provided opportunity for our children to experience and embrace the skills that come with competition.</p>		<p>Those that did take place provided opportunity for our children to experience and embrace the skills that come with competition.</p>	<p>Understanding/passion and enjoyment for competition.</p> <p>We could host Inter school fixtures</p>

	More children had the opportunity to experience competitive sport.			
<p>Monthly active challenges</p> <p>Sports day</p> <p>End of unit/half termly competitions in each year group</p>	<p>HMM days have provided competition with completion of a triathlon and competing in seated volley ball and new age curling.</p> <p>The children have engaged well with monthly challenges, enjoying challenging themselves to improve and each other.</p> <p>Staff and built in end of unit competition opportunities into end of units.</p> <p>As a school we organised a Sports Day that involved children in school and at home due to Covid-19.</p>		<p>Appreciation and enjoyment for competition, with values attached.</p> <p>Children more active with monthly challenges.</p> <p>Staff supportive of increase in competition.</p> <p>Collaborative success during Covid-19 period.</p>	<p>Understanding/passion and enjoyment for competition.</p> <p>All managed by school staff.</p>

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ?	%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	%
Schools can choose to use their 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?	<u>YES/NO</u>

Additional information that could form the basis of a report to governors

Sports Premium Grant

Financial Year	Budget	Actual Spend
2013 - 2014	£	£
2014 - 2015	£	£
2015 - 2016	£	£
2016 - 2017	£	£
2017 -2018	£	£
2018 - 2019	£	£
2019 - 2020	£	£

The Impact of this Funding to Date by Year

Academic Year 2013-14

Total spend 2013 – 2014 £

Academic Year 2014-15

Total spend 2014 – 2015 £

Academic Year 2015-16

Total spend 2015 – 2016 £

Academic Year 2016 -17

Total spend 2016 -17 £

Academic Year 2017-2018

Total Spend 2017-18 £

Summary of Our Achievements to Date and The Impact of Six Years of Funding

Indicator 1: The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Indicator 2: The profile of PE and sport being raised across the whole school as a tool for school improvement.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Indicator 5: Increased participation in competitive sport

Next Steps - Our Plans for 2019-20 and how we will Sustain the Improvements