

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



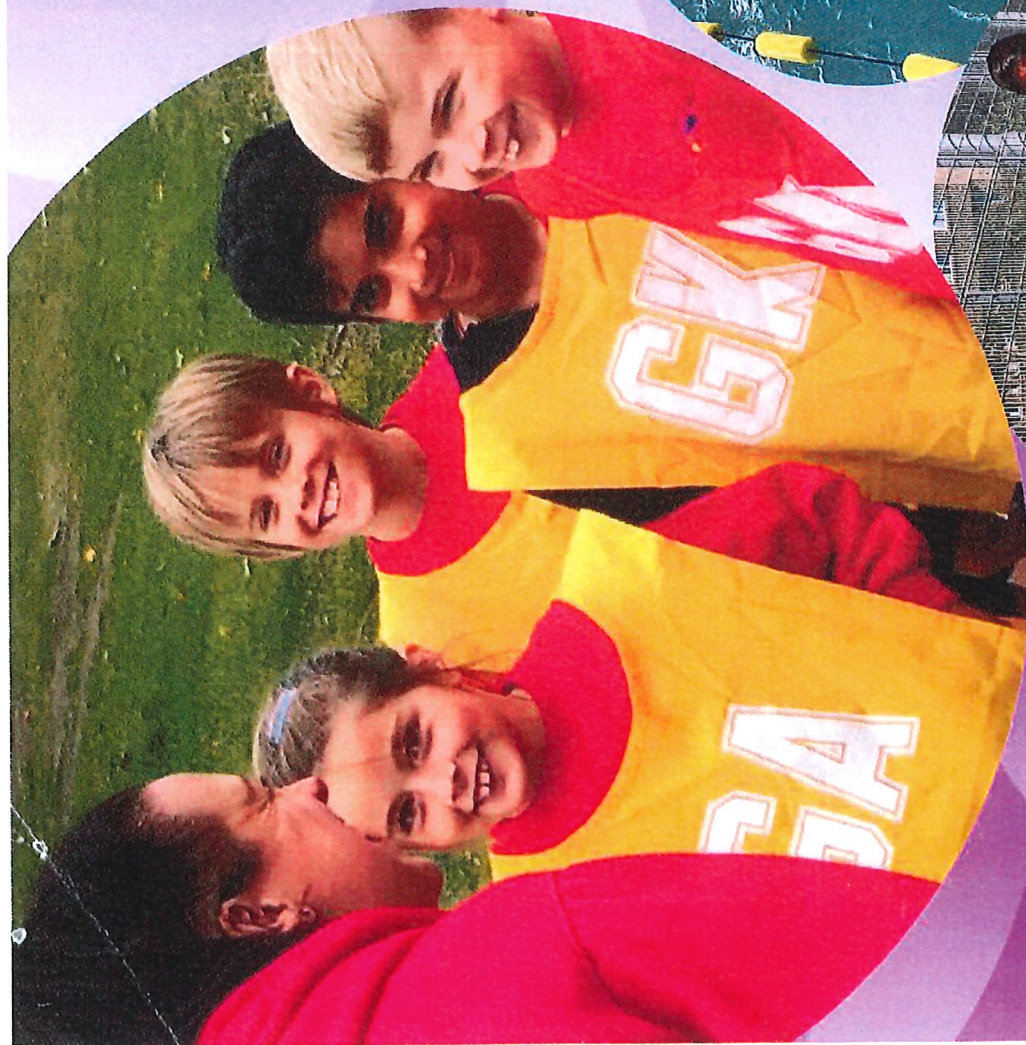
Department for Education

2020 - 2021

Created by



YOUTH SPORT TRUST



Support for review and reflection - considering the 5 key indicators from 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

<p>Key achievements to date until July 2020:</p>	<p>Areas for further improvement and baseline evidence of need:</p>
<p><i>COMPLETE IN JULY 2020</i></p>	
<p><i>July 2020 – Confirm costings with Sue</i></p>	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 0	Date Updated: 13/11/2020	What Key indicator(s) are you going to focus on?	Total Carry Over Funding: £0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

	Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.		
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 2020.		%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl], backstroke and breaststroke]?		%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?		%
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/No

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.

Academic Year: 2020/21	Total fund allocated: £16640	Date Updated: 13/11/2020		Percentage of total allocation: %
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				
Intent	Implementation		Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Continue to provide lunchtime activities to encourage children to be more active and take part in structured physical activity.	Employ play leaders and organise the lunch hour to maximise the time available for Midday play leaders to organise and encourage physical activity through positive role models for sustained activity and enjoyment.	£3886.00	The children are encouraged and motivated to be involved in physical activity at lunchtime, particularly targeting those who are disadvantaged.	
To begin to work towards the bronze accreditation for Modeshift stars encouraging physical activity.	Appoint a staff member to lead the accreditation and begin to investigate how we can incorporate the travel plans into the school day.	Time and Staffing costs £90. (1 hour per half term)		
Investigate the possibility of adding a daily structured outdoor physical activity break in the afternoon for the KS1 class.	ND to investigate the feasibility of this in discussion with CT and plan into the school day.	/	All Reception / Year 1 children would be actively involved in physical activity encouraging a lifelong love of an active lifestyle.	

Each class is to be involved in a daily active session, the activity can be discussed in the class and changed termly to encourage a range of activity for example Joe Wicks, skipping, daily mile, daily dance etc.	Class teachers are responsible for allocating a daily time slot (in addition to the Class 1 active break) and auditing the children's preference for physical activity.	/	Children are more physically active, improved fitness levels and improved engagement in physical activity.	
Encourage parents and carers to look at the opportunities available for children to partake in physically active clubs outside of school by providing links to clubs.	Bev Tighe to share the links to clubs with parents and carers through the usual school modes.	/	Children are able to access physically active clubs outside of school.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
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:
To continue to update the Active Life's Noticeboard celebrating the children's achievements in their quest to lead healthy, active life's.	Bev Tighe to continue to update	Time as necessary £90. Staffing costs (Worked out at 1 hour per half term)	The profile of the children's achievements is raised, children are proud to be involved impacting on their confidence and self-esteem.	
To raise the profile of PESSPA through social media and the school website developing a dedicated Sports page to celebrate and promote active and sporting events in school and the community.	ND to develop a dedicated PESSPA page on the school website, to train Bev Tigh to use the website and upload information. Bev to cascade information to ND to put on the school Facebook page and in the Sports section of the termly school newsletter.	Time to implement this. £15 staffing costs	The profile of the children's achievements is raised, children are proud to be involved impacting on their confidence and self-esteem.	
			Percentage of total allocation: %	

<p>To continue to celebrate sporting achievements through celebration assembly, currently held virtually, to encourage and inspire other children to be involved in an active lifestyle.</p>	<p>Celebrate achievements in assembly, hand out medals, trophies and certificates.</p>	<p>The profile of sport in school and in the community is raised and pupils are motivated and encouraged to try new sports by hearing about other children's successes.</p>	
--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<p>Provide CPD for lunchtime play leaders in order that they can further develop physical activity.</p>	<p>Bev Tighe to lead some CPD for other lunch staff to equip them with knowledge and ideas to encourage the children.</p>	<p>Staff are well equipped to further encourage and support physical activity on the playground.</p>		
<p>To audit staff skills in leading PE and investigate training to upskill staff in areas which they feel would benefit them.</p>	<p>Questionnaire to be sent out to staff to be discussed at a staff meeting.</p>	<p>Training is focused on areas of need.</p>		
<p>To access high quality staff training, in areas of need from the above audit, in order to upskill teachers to teach PE.</p>	<p>To continue to upskill staff by working alongside CHCS using their ideas and plans to aid in staff training. Access further training as required.</p>	<p>Staff are equipped with the skills and knowledge needed to deliver high quality PE</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:		
		%
Intent	Implementation	Impact
<p><i>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:</i></p> <p>Continue to offer a wider range of activities both within and outside the curriculum to involve more pupils.</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>Employ CHCS to deliver a range of After School Clubs over the year to include multisport, dance, football. Coaching in PE (lessons)</p> <p>£3491.00</p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p> <p>Increased participation in a range of different sports clubs.</p>
<p>To encourage those children who are disadvantaged to engage in a broader range of sporting activities by inviting them to designated competitions.</p>	<p>Our more vulnerable children will be offered the opportunity to experience a broad range of sporting activities which they may not have access to outside of school.</p>	<p><i>Vulnerable and disadvantaged raise their self-esteem and mental health by involvement in sports.</i></p>
<p>To give our Y6 children the opportunity to partake in an intra bowling competition run at the local bowling green.</p>	<p>Y6 children to learn how to play boules and partake in a competition.</p> <p>TA hours to accompany children £90.</p>	<p><i>Raised self esteem and motivation to join the Village boules team which is quite active.</i></p>
		<p><i>Sustainability and suggested next steps:</i></p>

<p>To further encourage our younger children to be physically active through regular outdoor learning sessions which encourage strength and stamina.</p>	<p>Children in EYFS/Year 1 will engage in weekly outdoor learning activities, lasting at least 1 hour, which encourages them to be physically active in a cross curricular manner and encourage a love of being outside.</p>	<p>TA support £3420.</p>	<p>Children foster a love of the outdoors and natural environment and develop increased stamina and resilience resulting in positive mental health</p>	
<p>To access bike-ability training for Class 1 and 3 to equip the children with safe practises regarding riding their bikes.</p>	<p>The children will develop their awareness of appropriate bike safety and how to keep safe and ride under control. The older children will develop their awareness of road safety.</p>	<p>?</p>		
<p>To support the children's ability to access adventurous outside sport through the visits to Whitehall and Hollowford.</p>	<p>The children will be able to access adventurous activities through trips to Whitehall and Hollowford.</p>	<p>Cost of transport and activities £1174</p>		

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:			
			%
Intent	Implementation	Impact	
<p>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:</p> <p>To continue to access school sports competitions both intra and inter through the High Peak Schools Sports Partnership and those organised within school.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>BT to manage the sports competition timetable and ensure all children have the opportunity to attend an event over the year.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
	<p>Funding allocated:</p> <p>Staffing costs £1072.50</p> <p>Membership of HPSSP £1672.00</p>		
<p>To engage in virtual events during the pandemic</p>	<p>BT to cascade information across the bubbles to teachers to enable each class to participate in virtual events.</p>	<p>Each class have the opportunity to be involved in virtual competitions and are engaged in physical activity during the pandemic when many sporting events have been cancelled.</p>	
<p>In response to the National evidence that those children in Y3 and 4 have been the least physically active during the pandemic we will run sporting events aimed at this year group.</p>	<p>BT to cascade information to Class 3 staff regarding events which Y3 and 4 children can be involved in. Investigate possibility of Y4 children being offered 'special' after school events.</p>	<p>Y3 and 4 children will be engaged in physical activity developing their stamina and overall health.</p>	

Total available: £16640.
Total estimated spend: £15045.

Signed off by	
Head Teacher:	N Doughty
Date:	
Subject Leader:	B Tighe
Date:	
Governor:	
Date:	