

Evidencing the Impact of Primary PE and Sport Premium 2019-20

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School Games Mark - Gold Award 2018-2019 Virtual School Games Award 2020 'Commitment and achievement in the School Games' award 2020 Fully inclusive competition calendar Working closely with Birchwood High School to provide extracurricular enrichment sports activities at the high school Well established 'child-led' physical activity at lunchtimes: Playground Friends, Sports Crew, Change 4 Life Crew Yoga coach to provide targeted support for children with low confidence/self esteem Increase in participation in extra-curricular activity Increased participation in competition at both intra and inter school level, including festivals. Play leader to target the and engage the inactive children at lunch times 	<ul style="list-style-type: none"> Implement additional swimming lessons for children who have not met KS2 expectations. Further develop the teaching of gymnastics through the 'Real-Gym' programme - training in autumn. Continue to identify and target children who are reluctant to take part in extracurricular activities Develop close links with local clubs and professional coaches to widen children's experiences and opportunities.

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 2020.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2019/20		Total fund allocated: £ 18, 563		Date Updated: 15/07/2020	
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: 38%
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:	
<ul style="list-style-type: none"> Continue to monitor activity levels of pupils and target the inactive to attend C4L Crew or engage in Playground Friends to promote lifelong participation. Ensure there are a range of activities for children at lunch times and breaks. Ensure extracurricular provision is broad and varied to attract more pupils. Ensure SSOC receive appropriate training and mentoring to enable them to organise competitions. C4L leaders to involve least active. Replenish resources. EYFS Gross motor trail Continue to employ a play leader to engage the identified least active children at break and lunch times 	<ul style="list-style-type: none"> More pupils to engage in extracurricular sport. SSOC receive training and are responsible for organising lunch time competitions C4L club for inactive. Play leader to engage the identified least active children at break and lunch times Dave Ansell to train SSOC Source a gross motor trim trail; get quotes and arrange installation. 	£7000	<ul style="list-style-type: none"> More children engaged in extra-curricular physical activity/sport. Child-led games at lunchtime and break have increased participation amongst the less active by 47% Pupil Voice indicates that inactive pupils now feel much more confident to participate in physical activity having worked with DM. The children participate with more enthusiasm since having new resources. Activity maps indicate that all children have 30 minutes physical activity a day outside their PE lesson. This is either in lessons, at break or lunch or extra-curricular clubs. Unable to install EYFS trail due to school closure. 	<ul style="list-style-type: none"> Repeat SSOC training in autumn to ensure Y6 children are ready to take on the roles. Repeat Change 4 Life training with a group of children to ensure they are able to lead playground activities. Continue to monitor inactivity levels and minimise this. Ensure EYFS trail gets installed in 2021 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12.5%
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:
<ul style="list-style-type: none"> PE, school sport and healthy and active lifestyles will be actively promoted on our website and social media. All children participating in every lesson unless they are unwell. School Sports display and trophies displayed in prominent areas of the school. Top Up swimming lessons for children not meeting end of KS2 expectations. Celebration assemblies to promote effort and success in PE and School Sport. Young Leaders (Sports Crew, Playground Friends and Change 4 Life) to wear recognisable caps at break and lunchtime. Continue to utilise the house point system to hold theme days where children across the school are able to compete with one another in a range of activities which incorporate the SSG and SMSC and British values. House captains to promote sport and organise competitions. Yoga classes to promote positive mental health and wellbeing 	<ul style="list-style-type: none"> Staff to upload photos/write commentary of events on social media. Children given time to blog about their experiences and taught how to do this. Spare kits are needed for when children 'forget' theirs to ensure all can participate. School Sports display and trophies displayed to be put in foyer. Ensure our provision continues to meet the requirements for the Gold School Games Mark. Analyse swimming data and organise/book top-up sessions. New team kits required for sports teams. Seek out further competitions, festivals sporting opportunities for the children to participate in. Health and well being lead to continue role in school. Hold a house captain election and provide young leaders with caps. 	2300	<ul style="list-style-type: none"> Sports days, events and competitions are documented on social media. Children have also blogged about these events. More competitions and festivals were planned - not all attended due to school closure. Could not hold a School Games/Sports day this year so we held a virtual sports day instead. This was great. Spare kit has meant the vast majority of all pupils have participated in 2 PE lessons a week. School Games Gold Mark achieved Top up swimming lessons did not happen due to school closure (Covid-19) Children are proud to represent the school in competitions and demonstrate fair play in doing so. 	<ul style="list-style-type: none"> Develop own in-school sports awards. Maintain School Games Gold Mark Ensure top up swimming lessons happen for the current Year 5 children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
<ul style="list-style-type: none"> Ensure staff are fully trained and supported with delivery of PE within school. PE lead to attend network meetings Teaching to be at least good in all lessons Identify CPD needs and plan for these appropriately 	<ul style="list-style-type: none"> PE subject Leader to support staff that requires assistance in areas of PE teaching through observation and team teaching, as necessary. Skills audit undertaken by PE team and staff needs identified. CPD planned for Real PE refresher courses where necessary. Ensure all staff are using Jasmine effectively to maximise outcomes for children. Staff meeting on assessment in PE 	3000	<ul style="list-style-type: none"> Audit revealed that staff would benefit from gymnastics CPD. Sought advice from livewire and purchased Real Gym. Lesson obs demonstrate that teaching is good or better in PE lessons 	<ul style="list-style-type: none"> Train staff in Real Gym and monitor impact

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
<ul style="list-style-type: none"> 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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</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>
<ul style="list-style-type: none"> Engage the least active children in sport. Ensure there is a broad range of sports on offer - both curricular and extra-curricular A fully inclusive competition calendar Signpost extra-curricular clubs to children and their families. 	<p>Livewire and WaSSP membership: access to training, support and competitions and experiences throughout the year.</p> <ul style="list-style-type: none"> Audit pupil participation in clubs to identify the least active. Discuss with the least active what physical activities would engage them and plan these opportunities. Children to attend Primary Experience Days and Ability Days organised by Livewire Develop the range of extra-curricular clubs and activities on offer. Source qualified coaches to deliver specialist Review long term planning to ensure there is a broad and balanced PE offer. 	<p>2800</p>	<ul style="list-style-type: none"> More children engaged in sport. Judo, handball, basketball and yoga sessions (suggested by the least active children) have proved hugely successful. (aut/spr) Uptake in clubs out of school as a result of these activities and signposting has increased. We were unable to attend some competitions and experience days due to school closure. SEN ability days were a success. 	<ul style="list-style-type: none"> Further new opportunities to be planned. School council to be used to consult children for their own ideas in relation to the planning of Keeping Healthy Week for 2021.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.5%
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:
<ul style="list-style-type: none"> • Provide children with more competitive opportunities in lessons • Provide children with more intra/inter competitions. • Provide children with more leadership opportunities both in and out of lessons. • Prepare children for competition through training • Signpost clubs and competitions • School Games Day 	<ul style="list-style-type: none"> • Maintain the standard for the SSG gold mark and hold a school games day incorporating the associated values. • Provide transport to and from some competitions • Organise School Games/Sports day • Actively encourage children who are inactive to compete. • Replenish depleted competition kits • Livewire and WaSSP membership: access to training, support and competitions throughout the year. • Identified GT & SEN children provided with suitable competitive opportunity and encouraged to participate. • Continue to develop links with local schools and clubs to ensure all children participate in level 1 and 2 competitions. • Sports Crew to organise and promote competition 	2300	<ul style="list-style-type: none"> • More competitions entered this year. • More children taking part in intra and inter competitions. • Could not hold sports day this year so we held a virtual sports day instead. This was well received and participation was high. • Increase in KS2 leading sports competitions through Sports Crew and C4L • School Games Mark - Gold Award 2018-2019 • Virtual School Games Award 2020 • 'Commitment and achievement in the School Games' award 2020 	Target children who have not participated in competitions this year and encourage them to compete next year.