**Evidencing the Impact of the Primary PE & Sports Premium**

**2020-2021**

****

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 2021: | Areas for further improvement and baseline evidence of need: |
| We achieved **Gold** on the School Games Mark  We developed our Young Sports Leaders.  All children now participate in an extra 30 minutes of timetabled physical activity (Fitness Challenge).  New sports have been introduced.  A time table for increasing the amount of PE taught was developed. | Provide a Covid-19 secure learning environment Increase the amount of promotion of The School Games on social media.  Encourage more children to be active on their way to school.  Increase and renew the sport resources in school.  Provide CPD training for staff. |

|  |  |
| --- | --- |
| 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]? | 92% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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 |

**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: £20460**  **plus**  **2019/20 Surplus due to Covid-19 lockdown restrictions: £10082.38**  **Total to spend 20/21: 30542.38** | **Date Updated: 17.3.21** | |  |
| **Key indicator 1:** The engagement of all 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: |
| % |
| **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: |
| Encourage children to increase their activity levels. | Repair crawl tunnel and hill in EYFS area to encourage further physical activity and gross motor skill development.  Purchase paint and hire a painter to create playground markings in each Bubble zone to ensure children are physically active.  Purchase Bubble playtime resources for break time to ensure children continue to be physically active.  Renovate existing trim trail to encourage more physical activity during breaks and lunchtime. | £2498  £400 markings  £539 paint  £661.96  £20453.42 | EYFS children are now able to access the hill feature and continue to develop their activity levels and gross motor skills.  Children now have access to more structured play outside. The playground markings have encouraged greater participation  of active play.  More pupils now have greater access to playtime resources. There has been an increase in the amount of physical activity.  This has enabled children to challenge themselves physically. It has had an impact upon their physical development resilience, determination. | Ensure the tunnel and hill are regularly maintained so the children can continue to develop their gross motor skills.  Ensure the playground markings are regularly maintained.  Train the sport leaders to engage the children in play using the playground markings.  .  Ensure the resources replenished regularly. Ensure the sport leaders carry out a termly audit of the equipment.  Provide staff with CPD on how to use the trim trail to develop gross motor skills. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **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 train sport leaders to raise the profile of activity levels in the school. | Children to attend Sport Leadership training then implement within school.  Provide Sports Leaders with caps and hoodies so they are easily identifiable in their role. | £600 | The sport leaders are more visible when carrying out their role around school. This has given the sport leaders a sense of ownership. | SSP to provide training to the next cohort of sport leaders.  To use Pupil Voice to monitor other children’s awareness of the profile of sport in the school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Ensure staff are trained by accessing CPD training courses. | Purchase new planning resources – Complete PE – to improve sequencing and progression across school. PE leads to lead CPD.  Lunchtime supervisors to receive training on implementing playground activities. | £2200.35 | Staff are now more familiar with planning a sequence of PE lessons. They now have a better awareness of the progression of skills in PE.  Lunchtime supervisors are now  more confident at incorporating sporting activities during unstructured playtimes. | Give staff more training on the assessment of PE using Complete PE.  Ensure new lunchtime supervisors receive training from existing staff. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| |  | | --- | | Specialist coaches to work with children allowing them to experience a wide range of sports and activities.  Maintain equipment to support PE, games and other physical activities. | | Children across school access high intensity training and multisports to offset sedentary learning post lockdown and promote different sports and skills. Live It Get Active, Health and Fitness coaches, to work with children in March and April 2021.  Upper KS2 children in the Rugby World Cup project. | £1789.65  £1300 | Children are now more aware of adopting a healthy lifestyle and have a greater understanding of the beneficial impact of a nutritious diet.  Children accessed a range of sports during these fitness sessions.  More children are aware of rugby provision in the local area. | Ensure Live it and Get Active return to school to work with the next cohort of children.  Identify opportunities for children to represent the school in Rugby.  Maintain contact with Newcastle thunder for future activities. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| |  | | --- | | Participate in a range of competitions and festivals organised by school in class and year group Bubbles (in line with Covid-19 risk assessments). | | Provide certificates and trophies for intra sport competitions. | £100 | Children have competed in intra bubble competitions.  Children have been engaged in competitive sport which has increased their levels of engagement, sportsmanship and team spirit. | |  | | --- | | Ensure inter-house competitions are scheduled throughout the year. Support sport leaders with the planning and delivery of competitions and personal challenges. | |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | C.Park |
| Date: | 17.3.21 |
| Subject Leader: | M. Whitecross and C. Danby |
| Date: | 17.3.21 |
| Governor: | K. Stevens |
| Date: | 17.3.21 |