

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



Commissioned by



Department  
for Education

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.

| Key achievements to date until July 2020:   | Areas for further improvement and baseline evidence of need:   |
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| Percentage of children participating in extra-curricular activities (Pre COVID)<br>Involvement in School Games competitions within school and virtually.<br>G&T focus- gifted and talented children have had access to more sport and specialised activities. | To continue to improve teachers' knowledge of fundamental skills and the focus in breaking these skills into specific movements.<br>Improve provision for SEN children.<br>Decrease numbers sedentary children at home- encourage exercise at home and show the importance to families/ wider community. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**YES**

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

Supported by:

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.

| <p><b>Academic Year: September 2020 to March 2021</b></p>  | <p><b>Total fund carried over: 680.61</b></p>   | <p><b>Date Updated: 23.11.20</b></p>   |   |  |
|--|---|--|---|--|
| <p>What Key indicator(s) are you going to focus on?<br/>Key Indicator 3</p>  |   |  | <p>Total Carry Over Funding:<br/>£680.61</p>  |  |
| Intent   | Implementation  |  | Impact  |  |
| <p>To upskill PE staff (CB) by working with a mentor (Mark Bowerman).<br/><br/>Staff to team teach lessons and plan lessons alongside mentor in order to learn and improve their PE teaching skills.<br/><br/>This will enable our PE staff to teach PE lessons which show the breakdown of skills and focus on basic fundamental skills with slow progression. PE staff will also teach with more knowledge, confidence and ability to differentiate.</p> | <p>Once a week each member of staff (CB and CS) will take a PE lesson. Some lessons the mentor will teach, some will be team taught and some Wyken Staff will teach. Observations took place at the start and at the end of the 7 week term to show any progress.</p> | <p><b>Carry over funding allocated: £680.61</b><br/><br/><b>Money taken from 20/21 budget: £159.59</b><br/><br/><b>Total: £840</b></p> | <p><b>Impact reports were completed by Wyken Croft staff which show the increase in knowledge and ability to breakdown skills. Staff also felt more confident planning their own lessons and all planned lessons for the Spring Term.</b><br/><br/><b>Observations and verbal feedback given by MB showed positive improvements.</b><br/><br/><b>New planned given to sport lead showed the breakdown of skills and application to game situations.</b></p> | <p><b>Key indicator 3:</b><br/><br/><b>Our aim is to upskill our PE team so in the future they are able to then upskill teachers in order to improve whole school PE lessons and confidence of teachers.</b></p> |

## 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.

|   |                                       |
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| Meeting national curriculum requirements for swimming and water safety.<br><br>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?<br><b>N.B.</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. | 72%<br><br>(Last swam when in Year 5) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 52%                                   |
| 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes                                   |

| Academic Year: 2020/21   | Total fund allocated: £26,220<br>(total spent- £12,682)  |  | Date Updated:20.7.21  |  |
|--|--|--|---|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> 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 |  |  |   | Percentage of total allocation:<br>18%   |
| 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:   |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| <p>To make sure all children are able to take part in PE lessons in school by supplying year groups with spare PE kit.</p> <p>New equipment to sport inclusive sport and to be used for the Improvement of fundamental skills.</p>   | <p>To supply each year group with spare PE kit so children are not prevented from taking part in physical exercise due to the fact that they have no PE clothing.</p> <p>Our focus this year is to have sport clubs for all children. We are also focusing on core and basic fundamental skills of movement as we have recognised this as a next step from observations of children during PE and outcomes of competitions from previous years.</p> <p>We will also run groups for children with special needs in order to improve the confidence and basic skills for all levels and abilities.</p> |  | <p>£365</p> <p>£1422</p> <p>Unless injured, 100% of the classes are not able to take part in PE whereas before lockdown, 2-3 children would not bring PE kit to school so would not get their recommended daily exercise amount.</p> <p>All groups have been selected and some have started working with the sport team in interventions and lunchtimes. We have no measurements of impact yet, however we have pre-intervention scores to measure against when the groups have completed. Ongoing due to COVID19</p> | <p>Worn PE kit to be washed at school and kept in year groups to be reused.</p> <p>Equipment can be used each year to target specific groups of children. Data must continue to be collect in order to select the correct groupings.</p> |



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| <p>To increase the well-being of children physically and mentally from the results of lock-down by having them work with specialist coaches</p> | <p>Children to have sessions with coach to build self-esteem, confidence and fitness levels. To involved them in physical exercise and small group work shops to engage them into movement.</p> | <p>£3000</p> | <p>All groups have been selected and some have started working with the sport team in interventions and lunchtimes. We have no measurements of impact yet, however we have pre-intervention scores to measure against when the groups have completed. Ongoing due to COVID19</p> | <p>Children to have impact reports completed. Children more likely now to use physical activity as a release and take part outside of school.</p> |
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| <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation:<br/>1%</p> |
|--|---|

| 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>Make sure your actions to achieve are linked to your intentions:</p>  | <p>Funding allocated:<br/>£180</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>To develop Sport Leaders and to have kit for Sport Leaders to promote young child leading physical activities.</p>  | <p>The Sport team is able to use the learning pack to train children in KS2 to become Sport Leaders so they are able to support in running and engagement of sport</p> | <p>£180</p>                        | <p>The impact the Sport Leaders will have is ongoing due to COVID19. So far, they have shown excellent leadership skills within their own PE lessons,</p> | <p>Continue to use the Sport Leaders to support other Year groups- they will be able to push G&amp;T children, run warm ups and support games. Sport leaders will also be used at</p> |

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|  |  |  | running small warm up groups and setting up equipment. | lunchtimes to target year groups and increase physical movement at lunchtime. |
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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |                          |  | 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: £4245 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| School Games Organiser to work along side PE team to create action plan and support spending of Sport Premium money. Help to structure the PE team in order to ensure the team is being used to their highest potential within the school. | Each member of the Sport team to have weekly meetings with PE lead. Each member will also have 3 half termly meetings to look at individualised actions plans. In these plans there will be a number of targets to ensure children are gaining from have a sport team.<br><br>There is also a Sport action plan for the whole school which includes the spending of the Sport premium money. | £210                     | Each member of the PE team is working on their current action plans. Most Autumn targets have been completed and data has been collected regarding children’s activity levels as well as their baseline skill level.<br><br>Other targets were postponed due to COVID19 so the impact is still being measured. | Sport team will continue to run with this structure and each member will have targets to complete by the end of each term so they have something to work towards. |

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| <p>Mark Bowerman- PE specialist to work with 3 class teachers over the Autumn 2 Term in order to support teaching of PE and breakdown of basic fundamental skills.</p> <p>To upskill PE staff (OA,CS) by working with a mentor (Mark Bowerman).</p> <p>Staff to team teach lessons and plan lessons alongside mentor in order to learn and improve their PE teaching skills.</p> <p>This will enable our PE staff to teach PE lessons which show the breakdown of skills and focus on basic fundamental skills with slow progression. PE staff will also teach with more knowledge, confidence and ability to differentiate.</p> | <p>MB will support and teach with class teachers during their PE lessons in order to increase their knowledge and confidence once a week.</p> <p>Once a week each member of staff (CB and CS) will take a PE lesson. Some lessons the mentor will teach, some will be team taught and some Wyken Staff will teach. Observations took place at the start and at the end of the 7 week term to show any progress.</p> | <p>£1735</p> <p>£2,300</p> | <p>Impact not measured yet due to COVID19. Impact reports complete by teachers were extremely positive.</p> <p>Impact reports were completed by Wyken Croft staff which show the increase in knowledge and ability to breakdown skills. Staff also felt more confident planning their own lessons and all planned lessons for the Spring Term.</p> <p>Observations and verbal feedback given by MB showed positive improvements</p> | <p>Teachers and PE staff who have worked with MB to share key learning with own teams.</p> <p>PE staff are upskilled to work with NQT and teachers with low confidence in teaching PE.</p> |
|--|---|----------------------------|---|--|



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                             |  | Percentage of total allocation:   |
|--|---|-----------------------------|--|---|
|  |   |                             |  | 13%   |
| 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:<br>£3470 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| Lunchtime target groups. Specialist staff to work with specific groups during lunchtime.<br><br>Groups targeted:<br><br>G&T<br><br>SEN<br><br>Girls<br><br>Behavioural needs | Over the autumn term, a specialist sport coach will attend lunchtimes 3x week to work with specific groups, run competitions and teach different skills to give different groups of children the opportunity to participate in sport and encourage them to continue to be involved in sport outside school. | £3470                       | Lunchtime supervisors have stated that when the sports coach is in, behaviour at lunch is better.<br><br>Involvement of girls participating in sports at lunchtime has increased.<br><br>Skills for the school games competition were practised which we Year 5/6 won first place and Year 3/4 second place. | Children to independently continue to be active at lunchtime and have a better understanding of how to play games at lunch fairly.<br><br>Children to gain a love of sport and join clubs outside school. |

| Key indicator 5: Increased participation in competitive sport |                |  |        | Percentage of total allocation: |
|---|----------------|--|--------|---------------------------------|
|   |                |  |        | 0                               |
| 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: |
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| Signed off by   |             |
| Head Teacher:   |             |
| Date:           |             |
| Subject Leader: | L Ballinger |
| Date:           | 15.3.21     |
| Governor:       |             |
| Date:           |             |