

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

July 2020

Commissioned by
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Created by



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increased participation in the Daily Mile. • Improved provision for the teaching of gymnastics and dance. • Provision for school sports and physical education has improved • Timetable changes have enabled more focused lessons/higher achievement • Increased resources have meant that all children can access a range of sports at all times • New Gym playground equipment has provided more opportunities for children to exercise at break times and lunchtimes 	<ul style="list-style-type: none"> • Regularity of exercise – more brain breaks need to be factored in throughout the day and Daily Mile has to be completed every day by every class in the school. • Staff training and knowledge of link between physical exercise and wellbeing – more staff need to be trained in both delivering PE and knowing the importance of physical exercise and how it affects wellbeing. • Club needs to be put in place specifically for children who fall into the ‘obese’ category to give them more opportunity to do physical activities and teach them about the importance of exercise and having a healthy diet.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	Data unavailable due to COVID pandemic
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data unavailable due to COVID pandemic
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data unavailable due to COVID pandemic

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?	No
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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 students today and for the future.

Academic Year: 2020/21		2020/2021 funding allocation: £19,249		Date Created: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
All children to sustain exercise for 30 minutes per day	<p>Reinvigorate the 'Daily mile' initiative, ensuring all classes complete it a minimum of three times a week to begin with. This will then increase to each day by the end of the first half term.</p> <p>Ensure that all teachers are giving children short brain breaks during lessons, both in the mornings and afternoons.</p>	<p>Purchase of playground barriers that will allow for the playground to be divided so that the daily mile and a lesson can happen simultaneously. £3000</p>	<p>Teachers to record the progress of the children in their class and feedback weekly to PE coordinator. There will be case study children in each class that will be monitored throughout the year to measure the effectiveness of the 30 minutes daily exercise.</p> <p>Variety of brain breaks will be implemented into the daily timetable by all teaching staff. This will feed into the case study review of how the 30 minutes exercise is affecting the children's concentration levels and attainment.</p>	<p>Organise a sustainable timetable – teachers will need to factor in these brain breaks and daily mile slots into their timetable.</p> <p>Pupil voice to evaluate suitability of activities – pupil's will be given regular opportunities to voice their opinions and feed into the PE journey the school is taking.</p> <p>Teachers to measure impact on children's wellbeing and concentration – case studies will be monitored throughout the year.</p>	

Key Indicator 1: Review – July 2021

The daily mile initiative was relaunched at the start of 2020/2021. Most year groups have undertaken this initiative ensuring that the children are getting regular opportunities to exercise outdoors. This will be continued in 2021/2022 and a new approach explored to ensure that all children are participating and it doesn't have an impact on curriculum teaching time.

The playground barriers were purchased. Due to Covid-19, these have been used primarily for dividing up the outdoor play space to ensure bubbles are able to play separately but safely. As the restrictions are eased, these will be used to provide purposeful play spaces for different sports.

Whilst some teachers have provided brain breaks for the children throughout the year, this had not been consistently used throughout the school. Where it has been used regularly, it provides the children with a chance to expend some energy before resuming lesson tasks. Brain breaks will feature more prominently next year in the 21/22 academic year and regular feedback will be collected from class teachers as to its impact.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Raised profile of health and physical activity – impact upon wellbeing</p> <p>Overweight and obese children are encouraged to take part in additional sporting activities</p>	<p>Revamp the PE board – make it more relevant for children by including quotes from real life sporting icons.</p> <p>Revamp the 'Run around the world' display where class progress is shown</p> <p>Awards/trophies for progress in in-school physical activity</p> <p>Publish achievements to parents via newsletters and social media</p> <p>Sport/fitness clubs set up to focus on children who are overweight/obese and supervised by Support staff member.</p> <p>Resources for sports/fitness clubs.</p>	<p>£100</p> <p>£760</p> <p>£1000</p>	<p>PE noticeboard and school website will be full of information about matches/clubs/results and pupils will be keen to get involved. They also show what Physical education is going on in the school that term.</p> <p>Children display increased sportsmanship when playing team games. Positive impact on behaviour – the children in the school will demonstrate a better attitude when playing team games and show good sportsmanship in victory and defeat</p> <p>More overweight/obese children will be involved in regular exercise at school, informing them of the importance of keeping healthy and having a balanced diet.</p>	<p>Sporting achievements celebrated in assembly by PE coordinator.</p> <p>Star pupils to be named by class teachers regularly.</p> <p>The newsletter and website will be used to raise the profile of sports in the school.</p>

Key Indicator 2: Review – July 2021

Due to Covid-19 and the restrictions imposed by the Government, we have been unable to deliver any sports/fitness clubs in school.

Display boards have not been renewed for some time. The Sports display needs to be rethought and backed with new and more relevant items including links to this year’s Olympic games, European championships, Wimbledon etc. The Daily Mile display has not been used in the Summer Term as many classes have been finding it increasingly difficult to include it in their timetable. In the 21/22 academic year, this will need to be reinforced once again so that all classes in the school are participating.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff training and knowledge of link between physical exercise and wellbeing</p> <p>Increase opportunities for physical development in EYFS</p>	<p>PE leader to ensure that all support staff provide Varied sports and games during playtimes that children can engage in. Some structured games can be set up to provide children with extra physical activity, contributing to their 30 minutes each day.</p> <p>PE leader to train support staff in games that can be played during PE lessons and other times</p> <p>Teaching staff to be given CPD to give them the confidence and skills to deliver PE with confidence.</p> <p>PE coordinator to discuss coverage and progression of skills with EYFS</p> <p>Purchase PE sports tops and fleeces to ensure that all staff look professional when teaching PE.</p>	<p>£1000 Release time for PE Leader</p> <p>£2500 CPD and cover costs</p> <p>£1250</p>	<p>Courses attended</p> <p>Staff equipped to deliver small group games on the playground</p> <p>Increased subject knowledge</p> <p>More evidence gathered for EYFS progress and skills</p>	<p>Professional development for PE and sports curriculum and pedagogy. Additional courses for teachers will be provided based upon needs.</p> <p>Increased capacity of PE leader to support staff development</p> <p>Gymnastics and Dance will remain a focus for the 2020-21 academic year.</p>

Key Indicator 3: Review – July 2021

Unfortunately, due to Covid-19 we have been unable to source outside support for teachers to receive CPD. This will be a main target for next year as we move away from having a sports coach. Class teachers will be expected to teach both their outdoor and indoor PE.

All staff have received a PE sport top and fleece which has improve the professional look when teaching PE and sets the expectations with pupils that we all get changed when it is a PE lesson.

Support was provided to EYFS with resources provided to me by Merton Sports.

In the Spring Term, we worked with Merton Behaviour services who suggested that the playground be split into zones at breaktimes where different games are played and managed by the adults in charge of those zones. We also had children setting these zones up each day which gave them more ownership. This will be developed further in the new academic year. The PE Lead has liaised with support staff and made recommendations on games that can be played during break times.

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Make use of pupil voice to broaden the offer</p> <p>Increased knowledge of local offers</p> <p>Try to create more links with local clubs to broaden children’s options of sports and activities</p> <p>Establish netball clubs for different year groups to run throughout the year.</p>	<p>Improving the school’s play facilities</p> <p>Pupil voice surveys</p> <p>Visiting athlete – book to come in either spring or summer term</p> <p>Use newsletter to signpost children and parents to local sporting organisations</p> <p>Establish a link with Wimbledon Hockey Club and start a weekly club in this discipline – this will be dependent on COVID regulations.</p> <p>Maintain Top up swimming programme for Year 5 children</p> <p>Maintain link with WJTI (Wimbledon Junior Tennis Initiative) – they will then try to spot talent and direct them to local clubs (Elmwood)</p>	<p>£9000</p> <p>£550</p> <p>£500 equipment</p>	<p>Attendance records –ensure attendance records for all age groups are kept and reviewed, as well as PP children. These children will also be targeted specifically.</p> <p>More children will try out sports such as Hockey and Tennis.</p> <p>Children will be more inspired to increase their levels of physical activity and will feel more confident in trying out different activities.</p>	<p>Monitor variety of after school clubs on offer – and who attends.</p> <p>Monitor to effectiveness of the Year 5 Top up swimming programme.</p>

Supporting children of low income families in attending extra-curricular sports clubs & residential visits	Identify relevant children, make opportunities available, link to community providers where appropriate. Track participation, enjoyment and impact	£3000		
<p>Key Indicator 4: Review – July 2021</p> <p>Unfortunately, due to Covid-19 we have been unable to meet some of the actions. We haven't been able to maintain top up swimming for Year 5 pupils, invite an athlete into school or work with Wimbledon hockey club.</p> <p>During the year we have invested heavily in replenishing resources for PE to ensure that the children have access to a range of equipment for break times. These have ensured that the children are engaged and participating in fitness activities during their break times.</p> <p>Feedback from the children who took part in a PE pupil voice was overwhelmingly positive in terms of enjoyment levels, growth of confidence and feeling like skills were being developed. There were some children who fed back that they wanted more of a challenge and others that said they were waiting a little too long in indoor PE to be active in the lesson. These comments were fed back to the adults and conversations were had about how to adapt lessons if necessary.</p>				
<p>Key indicator 5: Increased participation in competitive sport</p>				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop self-esteem and skills by engaging more pupils through entries into variety of competitive sports</p> <p>Increase the number of Inclusive events entered to give SEND children more opportunities outside of school to compete.</p>	<p>Yearly subscription to the Merton School Sports Partnership.</p> <p>Identifying competitions and opportunities locally for participation</p>	<p>£2300</p> <p>Transport £400 Staffing £1000</p>	<p>Increased self-esteem</p> <p>Excitement and pride – children will be more enthused about sports in our school and feel they have more opportunities to represent the school. They will feel pride in representing the school.</p> <p>More children, particularly SEND children, will have represented the school</p>	<p>Merton schools partnership to continue to provide the school with many opportunities and events in 20/21 to get children involved in sports.</p> <p>SEND data will be kept to monitor inclusivity of our sports and physical activity offer.</p>

Key Indicator 5: Review – July 2021

The school continues to pay into the yearly subscription with Merton School Sports Partnership. The impact of this is that we were able to use many of Merton's Home PE videos during lockdown learning so that the children could try and keep as active as possible. Merton constantly send suggestions through to PE coordinators about what can be done in schools and keeping us updated on current rules and regulations. We also use Merton's PE scheme of 'Get Set PE' to deliver our lessons and Years 3-6 also participated in a virtual competition in the Autumn Term with others Merton schools. From September, we will once again be able to enjoy the competitions that our school always attend and be able to restart all our teams and clubs. Merton are great at supporting with these in terms of advice and helping Merton coordinators to get in touch, organising friendly games and local tournaments.

Due to Covid-19, there haven't been any opportunities to be involved with competitions.