Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised October 2020

Commissioned by

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Department for Education

Created by



It is important that your grant is used effectively and based on school need. The <u>Education Inspection</u> <u>Framework</u> (Ofsted 2019 p64) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the <u>Quality of Education criteria</u> (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit <u>gov.uk</u> for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

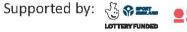
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31**st **July 2021** at the latest. ** In the case of any <u>under-spend from 2019/20 which has been carried over</u> this must be used and published by <u>31st March 2021</u>.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.







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:
St. Michael's has retained the Gold school games mark. Subscribing to external providers to enhance provision and allow for competition across the city (LSSP / KMC / LfC/ Bikeability) We entered a wide range of competitions. (9 in total before Covid restrictions.) Including dodgeball, mat ball, basketball, dance. School invested in new scheme of work. Get set4PE. Ideal for non-specialists Staff using active maths and movement breaks to encourage children to me more active. Lunchtime and breaktime – Games organised outside by LSSP coaches and "PI pros" Encouragement and providing opportunities for target groups to be aware of healthy lifestyles and the benefits of physical activity; building confidence to access a range of activities	We must make sure that all children are wearing their full PE kit to effectively take part in their PE lessons. We have highlighted that some children don't have the St Michael's PE kit. We will buy some spare PE kits for each class to help these children. Children can come into school on PE days in their PE kit. To work alongside lunch time staff to continue to encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. To develop all staff's competencies in PE Sport and to focus on any areas for further professional development. E Staff CPD as there are no specialist sports coaches staff would greatly benefit from have additional CPD – OAA a priority. Enter and develop virtual sport competitions. To establish more community sports links Continue to get children active and moving for an additional 30 mins per day. Using 5 a day fitness and afternoon outdoor games.

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

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LOTTERY FUNDED

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is <u>not</u> 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:		
What Key indicator(s) are you going	g to focus on?	-	· ·	Total Carry Over Funding:
				£0
Intent	Impleme	ntation	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 2021.	n/a provision missed due to lockdown
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a provision missed due to lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a provision missed due to lockdown
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/ <mark>No</mark>







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.

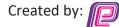
Academic Year: 2020/21	Total fund allocated: ££19,270	Date Updated:	October 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that F primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation		Impact	47 %
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 get ALL children across the school to be active for an additional 30 minutes per day.	All teachers in implement five- minute movement breaks between lessons. Purchase"5 a day" resource to help deliver Active Maths Lessons across KS2 and KS1. Focussing on SEND children to help develop gross motor skills		fitness levels that can be	Staff to continue to timetable movement breaks between lessons to sustain fitness levels.
Increased amount of equipment to be used in PE lessons.	Sufficient amount of equipment available for the children to be able to access PE lessons and for staff to be able to deliver quality PE lessons.	£1500	using the equipment correctly and regularly in a range of sports – having full access to PE lessons.	
Qualified coaches in school one afternoon per week for staff CPD/ team teaching. (LSSP) LFC foundation one afternoon per week.	aid staff in the teaching of PE.	£3000 £2200	been to a high standard and any feedback has been implemented. Increased staff confidence.	Specialist coaches on hand to advise and team teach to
	Teacher provides quality CPD for 1	£2000		Specialist dance teacher on

staff who are less confident in the delivery of dance.	term			hand to advise and team teach to ensure staff are increasingly confident in the delivery of dance lessons.
Identified target groups will ensure ALL children are receiving at least 30 minutes of activity per school day.	Identify target children through PE assessment tracker system. Implementation of a range of sporting activities for target groups e.g. fun run for girls, fitness is fun to promote physical activity.	Included in equipment funding (See above)	100% of children seeking opportunities to take part in extra physical activity sessions.	For targeted children to independently seek out opportunities.
Daily mile	All classes to build up to running one mile per day – Commencing spring term.			Continue to monitor fitness throughout the year - In the winter fitness can by monitored further by using the weekly bleep test.
Key indicator 2: The profile of PESSP.	A being raised across the school as a t	tool for whole sc	hool improvement	Percentage of total allocation: %
Intent	Implementation		Impact	5%
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:





Sporting idol to come into St. Michael's so pupils can aspire to be a sporting hero.	school and talk about experiences in sport to promote physical activity. Corede Adedoyin (ex pupil) to talk to children about sports benefits and achieving goals.	Free	Children will be inspired to become more physically active and to achieve their goals.	Raising the profile of PESSPA is important therefore another sporting idol could potentially come into our school to promote physical activity.
After school sports clubs		Included in LFC LSSP dance cost.	All children involved in clubs will become more skilful in a smaller groups setting with more precision teaching.	Encouraging a variety after school clubs will promote further physical activity.
All staff to take responsibility for raising the profile of PE.		£100 Medals	100% of children more engaged And involved in sport.	Increased number of notice boards and displays around school. Continue to raise the profile of PE and school sport.







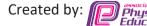
achievements.		







e, knowledge and skills of all staff in t	eaching PE an	d sport	Percentage of total allocation:
			%
Implementation		Impact	35%
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:
Purchased PE scheme GET Set4 PE.	£900	Securing confidence in staff to help maintain high standards of teaching in all who lead and support within the teaching of PE	Continue to monitor the effectiveness of Get se4 PE. Lesson observations to observe effectiveness.
Get specialist to deliver/model and plan and PE lessons.	£6000	Children receiving highly effective physical education lessons both indoor and outdoor PE and making progress whatever their level of ability. IProfessional relationships ensure that all classes have the best possible PE experiences and the continuity of the programmes enable the children to be challenged appropriately. All staff will be competent in the teaching of dance, athletics, an	Continue to observe lessons to evaluate the effectiveness and quality of teaching. Staff questionnaire to identify any areas of the curriculum which may still need additional support. PE coordinators to seek out courses for staff which can further educate and up-level staff.
	ImplementationMake sure your actions to achieve are linked to your intentions:Purchased PE scheme GET Set4 PE.Get specialist to deliver/model and	ImplementationMake sure your actions to achieve are linked to your intentions:Funding allocated:Purchased PE scheme GET Set4 PE.£900Get specialist to deliver/model and £6000	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?:Purchased PE scheme GET Set4 PE. £900Securing confidence in staff to help maintain high standards of teaching in all who lead and support within the teaching of PEGet specialist to deliver/model and £6000Children receiving highly effective physical education lessons both indoor and outdoor PE and making progress whatever their level of ability.Professional relationships ensure that all classes have the best possible PE experiences and the continuity of the programmes enable the children to be challenged appropriately.All staff will be competent in the







Update and implement in line with	Identify gaps within the	Included	Increased confidence levels	PE coordinators to seek
Ofsted framework, a new		In KMC package	of staff in delivering PE	out courses for staff
progressive	staff teaching PE allowing		curriculum	which can further
PE curriculum that all staff are	for staff (both teachers and		A progressive curriculum	educate and up-level
confidence to deliver	TA's).		for all children in all PE	staff.
	Co-ordinator providing		areas e.g. dance, gym,	
	support for all teaching and		games, athletics	
	support staff when			
	necessary through			
	workshops, Q&A sessions			
	and twilight sessions			
Key indicator 4: Broader experience o	of a range of sports and activities off	ered to all pupils		Percentage of total allocation
				%
Intent	Implementation		Impact	12 %
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:				
To provide staff with training in OAA.	Contact external providers LSSP		100% of staff will be able to	Provide follow up CPD-
	KMC to organise staff training on		deliver OAA lessons independently	refresher lessons on the
	OAA.			delivery of OAA.
o organise alternative sports.	Children in Year 5/6 partake in	Free	All children in year 5/6 will leave	Children can apply skills
to organise alternative sports.	level 1/2 bikeabilty session lead by		school with at either bikeabilty	acquired to an outdoor settin
	Qualified instructors.		level 1 or 2.	when riding bikes on roads.
			100% of children will be more	when hung blies on rodus.
			proficient at confident when bike	
			riding.	
o facilitate national/international	Socking opportunities for	Tickets	The numbers of children	Pupils/sports leader's
o iacilitate liational/iliterilatiolidi	Seeking opportunities for			questionnaires to advise
sporting events in our local area to	international events e.g.	(£250)	engaging in alternative	L au octionnaires to advise

enthuse learning of pupils throughout a wide range of sports (COVID PERMITTING)	netball /rugby games. (COVID PERMITTING)		sports and competition to increase.	staff and PE coordinators of what children's interests to
	Broadening the range of activities offered to the children to take part in whether it is to compete against other schools or provide a challenge/new experience.	Included in LSSP package	Children independently seeking out alternative sports.	pursue.







Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation
				%
Intent	Implementatio	n	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 increase the number of children participating in competitions.	Purchase LSSP competition package, allowing our children to take part in competitions against other children from other schools.	£1775 LSSP Package	Increased numbers of children entered into competitions.	Continue to identify new competitive opportunities in new sports for a wide range of children.
	Virtual competitions		Virtual competitions will increase the number of children taking part in sporting activities. (All children can "try out" for competitions.	To look at alternative Virtual sporting events that capture the imagination of pupils and link it to our school sports

Signed off by	
Head Teacher:	A. Rigby
Date:	
Subject Leader:	M. Forbes
Date:	
Governor:	
Date:	



