

Sports Premium Statement 2020/21



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (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 [Quality of Education criteria](#) (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:

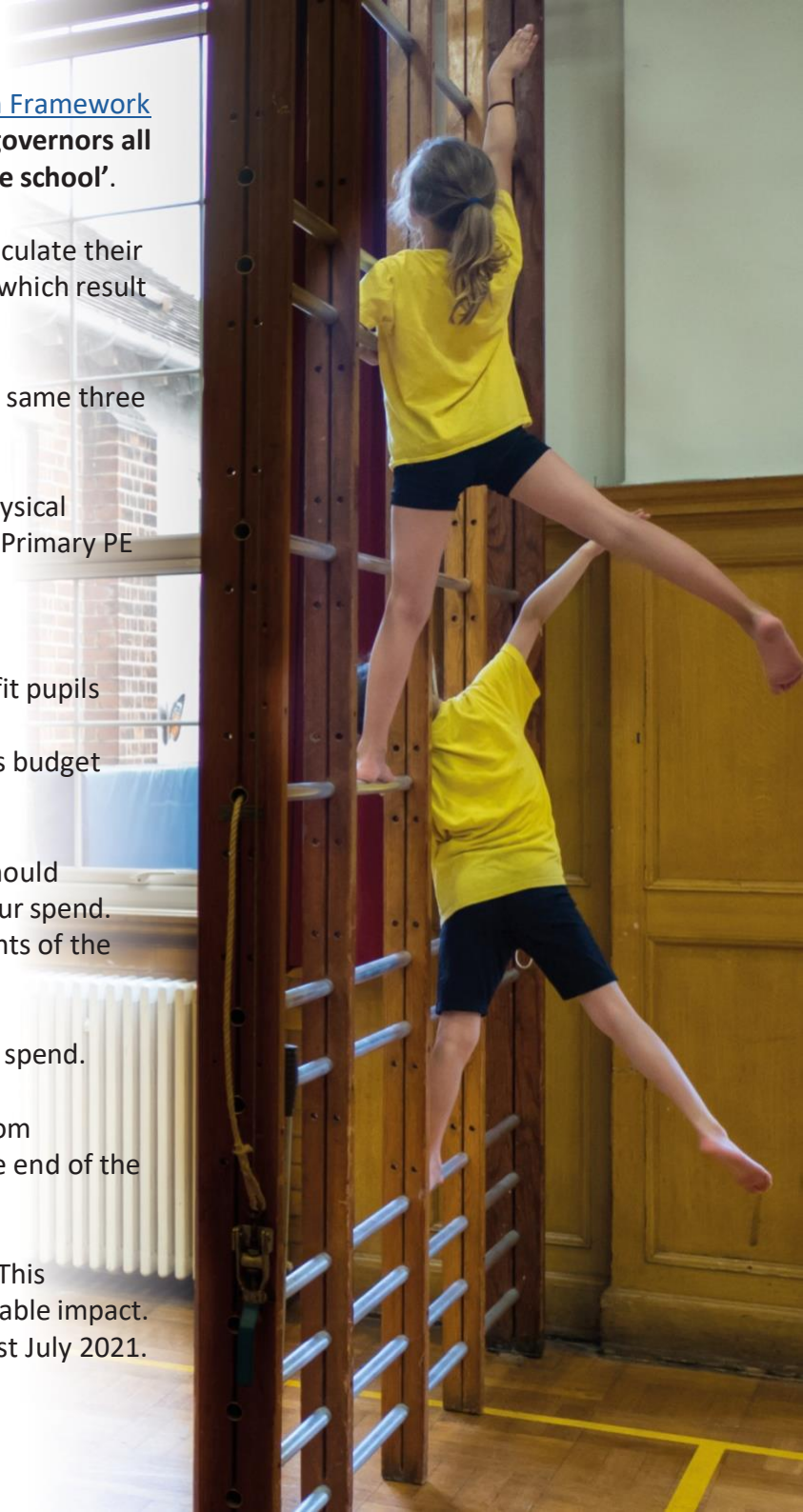
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, 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 **31st July 2021** at the latest.

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 [HERE](#).



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:
<ul style="list-style-type: none"> • <i>Subscribed to GSSN</i> • <i>Daily Mile</i> • <i>Cosmic yoga regularly used in Reception and for home learning</i> • <i>Classes took part in active lessons (eg Joe Wickes) as part of their home learning.</i> • <i>Forest School is part of the scheduled learning for all year groups*</i> 	<ul style="list-style-type: none"> • <i>iPads x 10 purchased for recording aspects of PE as an assessment tool, be it in PE lessons, Daily Mile, Positive Playtimes. Staff to receive training on how they can effectively make use of these.</i> • <i>Amy Hillyard (Team GB athlete) Sports for Champions fundraising event - 19th May</i> • <i>Dance Festival – recorded for the school to watch.</i> • <i>Tennis coaching for Y2 PE lessons</i> • <i>Skipping workshop for children by Dan the Skipping Man</i>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable **Total fund allocated: £31753**

Total amount carried forward from 2019/2020	£31753 (brought forward) – (£20538 spent)
+ Total amount for this academic year 2020/2021	£9993 (new income for current year) + £7137 received in 2021-22
= Total to be spent by 31st July 2021	£11215
+ Total to be spent by 31st July 2022	£17130

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	n/a
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	n/a
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	n/a
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	n/a
<p>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?</p>	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: 2020/21		Total fund allocated: £	Date Updated:	
Key indicator 1: 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:
				%
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?:
<p><i>To build physical and mental stamina by use of a physically active and creative PE curriculum.</i></p> <p><i>To continue to offer provision for active playtimes</i></p>	<p><i>Each class to have their own set of equipment suitable for year group bubble PE sessions and to use these during playtimes.</i></p> <p><i>Children will be encouraged to be active for at least 15 minutes by completing the daily mile. Reward children for improvement in their stamina.</i></p> <p><i>Children will be encouraged to be active during playtimes by providing equipment for them to use (hoops, balls, skipping ropes) as well as child and teacher initiated active games.</i></p>		£0	<p><i>Children demonstrate that they are more active during playtimes, and staff wonder if this is due to the bubble arrangements. Year Groups do not mix at lunchtimes and so there is more space outside, and there is enough equipment available for them to use. Staff have noticed that there are less behaviour incidents at playtimes and this could be as a result of the children being occupied with physical activities and have enough resources.</i></p> <p><i>The Daily Mile has continued to be a popular part of the school day, and teachers have given feedback that more of them are trying to improve their stamina. This is helped when staff take part themselves and when</i></p>
				<p><i>To continue to encourage children to engage in the Daily Mile, with staff encouraging the children and praising them for their efforts. Consider a reward system to celebrate Daily Mile improvements in line with the Emerald Gem Award for perseverance. The iPads could be used to film the class doing the mile and watch it back together to see who is trying hard and getting better. This will also provide the opportunity to discuss techniques.</i></p>

			<i>children are encouraged, cheered on and praised for their efforts. Stickers are given out for children who are trying hard, have the right attitude and show perseverance.</i>	
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	70%
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:
<i>To ensure the children have access to a range of equipment that meets the needs of the PE Curriculum as well as other areas of physical and well-being activities.</i>	<i>Replace the adventure timber trail with more options for the children, such as travelling and climbing. The flooring will be all-weather to increase its usage throughout the year.</i> <i>Install some pieces of outdoor gym equipment on the infant playground for use at playtimes and lunchtimes.</i> <i>3 way ball shooter for use in the playground during playtimes.</i>	<i>£12833</i>	<i>The impact is not yet known as the installation of the new adventure trail and outdoor gym will take place in Autumn Term 1 2021.</i>	<i>Once the gym equipment, trampoline and adventure trail has been installed, staff will need to teach their classes how to all use it safely. Mid-Day Supervisors to receive the same training. Parents made aware of the rules that apply to the equipment for before and after school.</i>

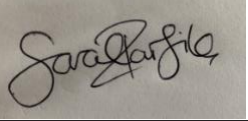
<p><i>To inspire the children to take part in physical activity.</i></p>	<p><i>Book an athlete to visit the School through the organisation, Sports for Champions.</i></p>		<p><i>The children were excited to meet Amy and took part enthusiastically with the circuits that she organised for them. There was a great atmosphere as all year groups participated in the event. Staff observed children choosing to do similar activities during playtimes, clearly inspired by Amy's visit.</i></p>	<p><i>KAT Team to look to book an athlete for next academic year but ideally one who can demonstrate their sport in front of the children.</i></p>
<p><i>To enable children to evaluate their skills and be able to identify how to make improvements.</i></p>	<p><i>Purchase iPads for the children to use to video them taking part in physical activity. These videos can then be watched and discussed to celebrate improvements and success, as well as identifying ways to improve skills.</i></p>	<p>£7129</p>	<p><i>It is early days to comment fully on the impact of the iPads but the children are currently learning to use them to video each other, and are starting to watch them back and discuss good practice as well as ways to improve skills.</i></p>	<p><i>The use of iPads to evaluate and develop skills and confidence will need to continue next year.</i></p>
<p><i>Improve the provision for the Pre-School children to develop their gross motor skills.</i></p>	<p><i>Replace the adventure slide for Pre-School due to the condemnation of the previous equipment.</i></p>	<p>Cost for the slide: £9669</p>	<p><i>Pre-school have developed new climbing and balancing skills using the varied access points, such as rock climbing and rope pulls. We have seen an increase in confidence around the children's gross motor skills as they have had more challenge and opportunity to test themselves since the installation. The new slide has allowed all children to access as there is no age requirements.</i></p>	<p><i>To continue to develop confidence around using large equipment safely and with confidence and increasing skills' across pre-school's age range.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.005 %
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:
<i>Where appropriate, improve the confidence of staff to provide physical activity within COVID-19 guidelines.</i>	<i>Consult with staff about their feelings regarding the teaching of PE during COVID restrictions. Find ways to support staff where necessary and possible. Seek advice from GSSN as and when required.</i>		<i>Staff were able to continue to teach PE as usual but the timetabling had to be altered to prevent different year groups using the hall on the same day. Staff expressed confidence to continue to deliver the PE Curriculum and as a result, the impact was that the children all made expected or greater progress.</i>	<i>KAT Team to consider if any adaptations need to be made for the next year regarding the sharing of resources and the hall timetable.</i>
<i>To improve the tennis skills amongst the Year 2 children.</i> <i>To increase the confidence amongst staff to teach tennis.</i>	<i>Tennis coach is booked to teach the Y2 classes in the Summer Term.</i> <i>Y2 teacher is booked to attend tennis training.</i>	<i>Tennis coach: £225</i>	<i>Year 2 staff feedback was that the children demonstrated increased confidence and showed enjoyment for the sport. Staff feel that their confidence has also increased as a result of observing the training, and they are able to further support the children in school.</i>	<i>Provide opportunities for the children to continue to develop their tennis skills at appropriate times during the school day (PE Lessons, playtimes). When COVID restrictions ease, signpost the children/parents to local tennis coaching for those who are interested.</i>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
<i>Increase the number of after-school clubs that focus on Well-Being.</i>	<i>Staff are providing clubs that focus on areas such as skipping, well-being, games and dance.</i>		<p><i>Well-Being Club was run for 17 Year One children during the Summer Term. The impact of the club was that they showed a greater understanding of what Well-Being means and the importance of it. The Club spent time focusing on the 5 Ways To Well-Being and gave the children ideas as to what they could do in school as well as at home. This included physical activity, mindfulness, peer massage, healthy eating, discussing and understanding emotions and how to calm down and relax.</i></p> <p><i>The Skipping Club was popular and successful, and it was evident from the amount of children showing an enthusiastic approach to skipping during playtimes that it had the desired impact. It was also noted that the younger children were inspired by the older children on seeing them skip with confidence.</i></p>	<i>Continue with these clubs next year (if staff are available). Consider other sporting clubs too, and outside agencies running some.</i>

			<p><i>The after-school Games Club for Year 2 children also proved popular. They worked on developing ball skills as well as team games. Staff observed some of these children continuing to use the activities from the Club during playtimes, and involving others in the games too. The impact was that more children were improving their skills as a result of the club.</i></p> <p><i>Dance Club was held for Year 2 children and 24 attended each week. They showed enjoyment and enthusiasm towards the club. 'I like it because it is fun and you get fit at the same time' (Child A); 'I like it because you get to do it with your friends and it makes me happy'. (Child B); 'I didn't think I would remember all the moves but I did!' (Child C)</i></p> <p><i>As it was not possible to hold a show in front of a live audience, the dance was performed, recorded and shared with the parents. This would also give others the idea that they might like to have a go in future.</i></p>	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4.3%
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:
<i>To attend local sports competitions to work alongside and compete against other local schools as opportunities arise and depending upon situation with pandemic.</i>	<i>Renew subscription to GSSN</i> <i>Depending on COVID.....</i> <i>All children offered opportunity to represent school at events such as multi-skills.</i> <i>Selected children from Year 2 to compete in the Cross Country Championships.</i> <i>Selected Year 2 children to compete at the Primary Athletics Championships.</i> <i>Increase the number of SEND children who participate in sports competitions.</i>	<i>£1800</i> <i>GSSN subs</i>	<i>Due to the pandemic, it was not possible to attend competitive events this year.</i>	<i>KAT Team to plan for future events to include whole year groups, selected children and SEND competitions.</i>

Signed off by	
Head Teacher:	D. Preece
Date:	25.7.21
Subject Leader:	
Date:	20.7.21
Governor:	I. Garbett
Date:	25.7.21