

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

***In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31st March 2021**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2019/2020 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31st March 2021

| Academic Year: September 2020 – Match 2021 | Total Fund Carried over £ | Date updated | | |
|--|---|------------------------|--|--|
| What key indicator(s) are you going to focus on? | | | | Total carry over funding £ |
| Intent | Implementation | Allocated funds | Impact | Sustainability |
| To continue to purchase sporting equipment to increase opportunities for students participating in a range of sporting activities. | To build on the range of activities delivered in both the curriculum and extra-curricular activities. | n/a | To monitor the engagement of students in core PE lessons, are they making more progress? Gaining feedback through questionnaires about enjoyment of PE lessons. To monitor the number of students attending extra-curricular clubs, in particular targeting groups of students who have not had high numbers previously. | To allow for all students to make good or better progress across the academic year. To promote enjoyment of sport so that students live healthier and more active lifestyles. To build confidence in students and promote sporting activity outside of school as well as extra-curricular activities, building on club links in the community. |
| To deliver an inter-school competition calendar to give students opportunities to take part in competitive sport during COVID 19. | To deliver an inter-house programme both in PE lessons and for extra-curricular opportunities. These will be delivered to students each half term, sports that students participate in will | n/a | To give students opportunities to participate in competitive sport and be educated about the positive impact this can have on their well-being. Provide opportunities in a range of sports that students may | To promote healthy and active lifestyles that student's will continue outside of school. To promote a love of sport, giving students a range of opportunities. |

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| <p>To give students opportunities to swim (COIVD guidance permitting)</p> | <p>change throughout the academic year.</p> <p>Survey to be sent out to new Primary students to gauge swimming competence. Swimming opportunities offered to students in the Summer Term of 20/21. Students will be given opportunities to swim within their curriculum (COVID 19 permitting)</p> | <p>n/a</p> | <p>not be able to access outside of school.</p> <p>To give all students an opportunity to become competent swimmers by the end of their Primary education.</p> | <p>To continue to provide swimming opportunities for students. Annual questionnaires sent to parents to gain feedback on the number of competent swimmers when students arrive in Year 5.</p> |
| <p>To upskill staff to deliver high quality PE lessons.</p> | <p>Buy into the SSG CPD programme for 2020-21 that deliver a wide range of CPD courses.</p> | <p>n/a</p> | <p>To ensure all members of the PE department are able to teach all aspects of the curriculum confidently and competently, maximising student potential and progress.</p> | <p>To continue to develop staff understanding of the Primary curriculum through annual subscriptions to the SSG CPD subscription.</p> |
| <p>To enable the PE leaders and others in the school and department to develop their subject leadership skills and share practice.</p> | <p>To deliver a leadership unit to students in Year 6, allowing them to develop their leadership skills.</p> | <p>n/a</p> | <p>To deliver a leadership unit of work through PE, building students confidence and ability to lead. This will lead to students having opportunities to be sports leaders throughout their time in education.</p> | <p>To embed the importance of developing leadership qualities through PE, develop students' understanding of how these skills can have an important impact on their education and working lives.</p> |

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| <p>To virtually promote an active lifestyle to families in the community through use of social media and online competitions.</p> | <p>To create an online platform that gives students the opportunity to access sport virtually, through the use of Twitter and Google Classroom.</p> | <p>n/a</p> | <p>To create an environment that puts sport and exercise at the core of building healthy and active lifestyles for students.</p> | <p>To look for CPD opportunities for staff to develop their confidence and ability to virtually deliver sporting opportunities.</p> |
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| Academic Year: | 20/21 |
| Total Funding Allocation: | £19,320 |
| Actual Funding Spent: | £16,962.92 |

PE and Sport Premium Action Plan

| Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | | | Percentage of total allocation: |
|---|--|--------------------------|---|
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Outdoor sports equipment, including football goals and basketball hoops. | To engage students in sporting activities during their social times at school, including before school, break and lunch. | £12,000 | Healthy active lifestyle for pupils with added opportunity due to pupils now starting to use equipment during their social times. |
| Delivery of targeted breakfast clubs to address issues of school attendance and punctuality. To increase physical activity of pupils who do not like to take part in lunch and after school clubs. | To engage students in sporting activity, and to promote being in school on time. Increase school attendance. | £100 | Three clubs to run at breakfast time (COVID permitting), this will promote active lifestyles. |
| To purchase sporting and dance equipment to increase participation time in KS2 lessons. | To increase the amount of KS2 sports and dance equipment to give students greater opportunities to participate in PE lessons. | £500 | Ensuring students have a greater amount of sporting equipment in lessons will allow them to spend more time in lessons participating in physical activity that is relevant to the subject criteria. |
| Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Sports leaders/Ambassadors run events for KS2 to | Continue to run inter-house competitions that take place through PE and sport, the variety of this has | £1000 | Higher participation rates because of sports running for all target groups. Pupils being active over lunch and after-school. |
| Support the new house system across the school. | Improved and we use support staff and KS3 Sports ambassadors to help deliver these, e.g. table tennis, dodgeball, handball etc | £200 | Sports leaders have helped run inter-house competitions in PE lessons and during extra-curricular activities. |

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| | | | Students have also helped run clubs and officiate in fixtures including; netball, basketball, table tennis and football. |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| To upskill all staff to deliver High quality PE lessons | Hire a sports apprentice to help support students with additional needs in PE lessons. | n/a | Small target groups (SEN/PP/Low abilities/disengaged) aimed at developing skills and positive experiences. Progress tracked and shown. |
| To enable the PE leaders and others in the school and department to develop their subject leadership skills and share practice. | To run CPD sessions within the department, sharing best practice and pedagogy. PE subject leader to attend subject specific PSG's To support other staff within the school to gain subject knowledge to then share with others. To allow staff to have opportunities to partake in CPD courses throughout the year based on new findings and needs. | n/a | Mini CPD sessions in house to share best practice based on findings from learning walks and staff feedback. PE staff have delivered CPD training sessions for their specialist sport areas. |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Swimming pupils in year 5 and 6 who are unable to swim or have missed swimming opportunities at lower school | Local swimming instructors delivered lessons to pupils / Use of UOB to provide student teachers for swimming lessons. Allow year 6 to have top up for last year and those who did not get the chance to have their 6 weeks swimming before rolling over in summer term to year 5 pupils. | n/a | Pupils to gain life skills of swimming, swim safety and water confidence. <ul style="list-style-type: none"> - 75% students to be able to swim confidently and proficiently over 25m - 40% of students to be able to use a variety of strokes effectively - 25% of students perform safe self-rescue in different |

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| | | | water-based situations. |
| Increase range of extra-curricular opportunities offered to pupils | Train and support employed staff to run sessions for SEN pupils and/or other target pupils (Once a week). | £300 | Increased participation and progress seen for these specific pupils. Increased development of holistic and whole rounded skills, e.g. communication etc. |
| Broaden the experience of a range of sports | Provide opportunities for pupils to watch high level/professional sports (Netball Trip, Dance, Twickenham, Ice hockey etc.) to engage them in activities and new sports. | £200 | Inspire new KS2 pupils to be engaged in a variety of sports. Dance added to the KS2 PE curriculum |
| Engage pupils in regular physical activity by allowing them a chance to experience new activities (Sports Support Group) | This helps to promote an inclusive and safe setting for pupils to develop their confidence and self-esteem through engagement in new sports activities. | n/a | Develop the confidence and self-esteem of new KS2 pupils through engagement in new sports activities. Increase engagement in PE and extra-curricular activities. |
| Indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| Pupils given the opportunity to compete in a wider range of Level 2 School games and dance events. | Continue to enter L2 competitions and allocate funding for transport. | £100 | Opportunities for a wide range of competitive physical activity for all pupils to take part in. |
| More pupils given the opportunity to compete in a range of Level 1 competitive opportunities. | Establish timetable for L1 competitions with minimum termly festival Development of house competitions. | £500 | Competitive physical activity for all. |
| Investment in sport team kits. | To invest in sports kits to promote engagement in competitive sport. | £500 | Larger percentage of students participating in competitive sport across the academic year. |

PE and Sport Premium Impact Review

| Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | | | | Percentage of total allocation: |
|--|--|---------------------------------------|---|--|
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| <ul style="list-style-type: none"> - To increase engagement in school sports during social times, including before school, break and lunchtimes. - To engage students in sport, embedding sport in the wider community. - To increase the number of students in KS2 participating in extracurricular activities, broadening their opportunities in lesson time. | <ul style="list-style-type: none"> - Lunchtime clubs to be run by PE staff, including outdoor basketball, football clubs, table tennis, netball, dance and tennis - Use of social media to promote school sport in the community, links with clubs outside of school. - Increased entry into KS2 events for intra-school sport. | <p>£12,500</p> <p>n/a</p> <p>£300</p> | <ul style="list-style-type: none"> - Sports equipment such as tennis nets purchased, increased opportunities for students at lunchtimes and during lesson time. - Team practice sessions run to promote competitive sport. - 14 sports offered as extra-curricular sports across the academic year. - KS2 sports fixtures in, netball, football, basketball, handball, rounders, cricket, athletics, dodgeball, table tennis and badminton. | <ul style="list-style-type: none"> - To increase number of parents and members of the community to follow the school sport Twitter account - To build upon clubs and fixtures already offered - To introduce sports captains within the school house system |
| | | | WIDER IMPACT AS A RESULT OF ABOVE | |
| Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| <ul style="list-style-type: none"> - To run CPD sessions within the department, sharing best practice and pedagogy. - PE subject leader to | <ul style="list-style-type: none"> - Use of staff outside of the PE department to run extra-curricular sport clubs | <p>£998</p> | <ul style="list-style-type: none"> - Staff outside of the PE department have run numerous sports clubs, raising the profile of sport across the school. | <ul style="list-style-type: none"> - To continue to promote the engagement of staff across the school to |

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| <p>attend subject specific PSG's</p> <ul style="list-style-type: none"> - To support other staff within the school to gain subject knowledge to then share with others. - To allow staff to have opportunities to partake in CPD courses throughout the year based on new findings and needs. | <ul style="list-style-type: none"> - PE staff to run CPD sessions to upskill non-specialist teachers - CPD spreadsheet to track upskilling of staff - Affiliation to SSG to run CPD sessions and upskill staff. | | <ul style="list-style-type: none"> - Increase in the number of SEND students participating in extracurricular sport because of engagement from Teaching Assistants - CPD sessions run by SSG offered to PE department | <p>engage in school sport.</p> <ul style="list-style-type: none"> - To offer a wider range of CPD opportunities - Find areas of weakness with the department and upskill staff where needed. |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| <ul style="list-style-type: none"> - To run CPD sessions within the department, sharing best practice and pedagogy. - PE subject leader to attend subject specific PSG's - To support other staff within the school to gain subject knowledge to then share with others. - To allow staff to have opportunities to partake in CPD courses throughout the year based on new findings and needs. | <ul style="list-style-type: none"> - In house CPD sessions have been run in areas such as athletics, badminton, basketball and netball. - Opportunities for members of the department to have CPD in gymnastics and rugby from external companies. | n/a | <ul style="list-style-type: none"> - PE staff have been upskilled in various sports allowing them to deliver high quality lessons in a well balanced and diverse curriculum. - Students have had opportunities to participate in a range of sports during their timetabled PE lessons. - Students have had opportunity to participate in a wide variety of extra-curricular activities. | <ul style="list-style-type: none"> - Give CPD opportunities to non-specialist PE staff. - To continue to deliver a variety of activities across the curriculum, including tennis and volleyball |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |

| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
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| <p>Local swimming instructor delivered lessons to pupils / Use of UOB to provide student teachers for swimming lessons. Allow year 6 to have top up for last year and those who did not get the chance to have their 6 weeks swimming before rolling over in summer term to year 5 pupils.</p> | <ul style="list-style-type: none"> - Swimming unable to go ahead due to Covid-19 | n/a | n/a | <ul style="list-style-type: none"> - Survey to be sent out new Primary students to gauge swimming competence. - Swimming opportunities offered to students in the Summer Term of 20/21 |
| <p>Train and support employed staff to run sessions for SEN pupils and/or other target pupils (Once a week).</p> | <ul style="list-style-type: none"> - Opportunities given for staff to run SEND and PP students to run targeted extra-curricular activities including clubs and fixtures. | n/a | <ul style="list-style-type: none"> - Number of SEND students to participate in an extracurricular club during 19-20 academic year was 78%. - Opportunities included; archery club, inclusion sport fixtures, inclusion club giving students an opportunity to develop skills in a range of sports. | <ul style="list-style-type: none"> - Further develop our provision for SEND students by purchasing equipment for sports that are included in the inclusion fixtures, such as Boccia and Kurling. |
| <p>Provide opportunities for pupils to watch high level/professional sports (Netball Trip, Twickenham, Ice hockey etc.) to engage them in activities and new sports.</p> | <ul style="list-style-type: none"> - Opportunity to watch the British Basketball League finals. - Other opportunities were postponed or cancelled due to Covid-19. | n/a | <ul style="list-style-type: none"> - Students were given the opportunity to watch the BBL finals. This coincided with the basketball season for schools, gave students an opportunity to watch elite athletes perform in the area they were studying in and out of lessons. | <ul style="list-style-type: none"> - To build a wider range of trips that allow students to watch professional athletes compete in a range of sports. |
| <p>Helps to promote an inclusive and safe setting for pupils to develop their confidence and self-esteem through engagement in new sports activities.</p> | <ul style="list-style-type: none"> - A wide range of activities have been built into the curriculum for KS2. - Opportunities to take part in sports such as badminton, table tennis, cricket, softball, athletics, allow students to develop new skills in areas of | n/a | <ul style="list-style-type: none"> - Students have the opportunity to learn new skills in a safe and engaging environment. - Students given the opportunity to use a range of age appropriate sports equipment that allow them to effectively take part in a range of sporting activities. | <ul style="list-style-type: none"> - To further develop the curriculum to allow students to have further experiences in their PE lessons and extra-curricular timetable. - To purchase a wider range of equipment to |

| | PE they have not experienced before. | | | give students more opportunities in their lessons to participate, for e.g. having a minimum of one badminton racket per student. |
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| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| Continue to enter L2 competitions and allocate funding for transport. | <ul style="list-style-type: none"> - L2 competitions entered in sports such as badminton, table tennis, dodgeball, handball. - All PE staff trained to drive mini buses to allow for transport to and from fixtures. | £1,000 | <ul style="list-style-type: none"> - Furthering opportunities for KS2 students to compete in competitions in a wide range of sports. | <ul style="list-style-type: none"> - To continue to enter as many L2 competitions as possible. |
| Establish timetable for L1 competitions with minimum termly festival Development of house competitions. | <ul style="list-style-type: none"> - Entered into a number of L1 competitions including, football, netball, basketball, tag rugby festivals, cross country, dodgeball, badminton, table tennis, dance and indoor athletics. - House competitions run both in PE lessons and for extra-curricular activities. - Due to Covid-19, virtual sports day hosted for students via social media platforms. | As above | <ul style="list-style-type: none"> - Students given many opportunities to compete in competitive sports, including weekly leagues and sport festivals. - House competitions have given all students the opportunity to experience competitive sport this academic year in KS2. | <ul style="list-style-type: none"> - To continue to enter a range of L1 competitions - To further develop the inter-house competitions. - To give KS2 students the opportunity to compete in summer activities, not possible this year due to Covid-19. |
| To invest in sports kits to promote engagement in competitive sport. | <ul style="list-style-type: none"> - A range of sport kits purchased for KS2 students | £689 | <ul style="list-style-type: none"> - Students given a sense of community and self-pride when representing the school in the Etonbury kit. | <ul style="list-style-type: none"> - To continue to purchase new team kits, including for sports such as |

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| | including, basketball, football and netball kits. | | | athletics, cricket and dance. |
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Meeting National Curriculum Requirements for Swimming and Water Safety

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| The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort | |
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ? | n/a |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | n/a |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | n/a |

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| Schools can choose to use their 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/NO |
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Additional information that could form the basis of a report to governors

| Financial Year | Budget | Actual Spend | Key Impact for each year |
|----------------|---------|--------------|--------------------------|
| 2020 - 2021 | £19,320 | £16,962.92 | |

| Summary of key achievements for 2020-2021 | Summary of key plans for 2021-2022 |
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| <ul style="list-style-type: none"> - Purchasing playground equipment to promote the engagement of sport at school social times - Broadening opportunities in school sport, introduction of tennis and volleyball to the curriculum and extra-curricular timetable - Entry into a range of school fixtures for KS2 students. - Use of the school Twitter account to promote sport across the community. | <ul style="list-style-type: none"> - Use of external coaches with affiliated and linked clubs in the community - Introduction of swimming for KS2 students followings its absence due to Covid - Use of KS4 sports leaders to run KS2 inter-house competitions. |

| Signed off by | | Date |
|---------------|-------------------|------------|
| PE Lead | Matthew Pullinger | 31/03/2022 |
| Headteacher | Ian Evason | 31/03/2022 |