

Evidencing the impact of the Primary PE and sport premium

West Meadows
2020-2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<p>All children throughout school have access to at least 2+ hour of physical activity per week, these include High quality PE lesson , afterschool clubs and dinner time clubs. PE taught by Sports Leader and multiple members of staff throughout school, as well as extra lessons taught by specialist sports coaches.</p> <p>As a school we are currently involved in around 70+ competitions a year. These mainly take place within the local sports partnership (HSP), SMAT, Reds in the community, YSG and the FA.</p> <p>We are very proud to be part of the HSP, the sports leaders within this partnership work together in monthly meetings to support each other and organise a yearly calendar of events, to give the children at our school many opportunities.</p> <p>Throughout the year children receive many sporting opportunities, these include competing world class venues, trips to stadiums and competing at Oakwell. We also invite sport specialist coaches into school to give children extra PE, lessons/Afterschool clubs. These include, Reds in the community, Rising stars and totally runnable.</p> <p>To allow all children access to competitive sport we end in afterschool clubs/PE session with in house competitions. This is chosen at random, and each sport has a set of rules the children take part and earn points which build through the year. We also end the year with Sports Day, which is hosted at school. Year 6 sports leaders help to run this event.</p> <p>We are currently involved in multiple initiatives to try and teach children how to stay healthy, active and travel safety and efficiently. We are currently working with WoW Active Travel tracker, Bikeability, RIC, Totally runnable and Modeshift stars. We are currently holding the Silver award for Modeshift, but are hoping to achieve gold this year.</p> <p>Staff have been given CPD from All stars cricket, and are receiving more CPD later this year, for all around subject knowledge. Sports Leader has been involved in AfPE webinar, FA girls coaching, Primary PE award, cycle efficiency, Google Classroom, Mental health and sport for C and YP. We are a FA gold rated school for girls coaching and have a fantastic relationship with local company totally runnable, who deliver equality and girl specific workshops. We were awarded with 1st and 2nd t in Beat the streets Barnsley.</p>	<ul style="list-style-type: none"> - Continued tracking of sport activities for gross motor skills progress - Use of sporting activities to enhance curriculum for disadvantaged children - New equipment needed: Tag belts and tags Hula hoops Bibs Cones Gymnastic Mats Variety of balls - Develop Sports Leader work pack - New sport introduced into partnership pyramid, therefore, new equipment needed to practice and host competitions, i.e. orienteering, cycling. - Continue to develop intra school sports competitions. - Establish Sports council for children to voice sporting interests for planning of after school clubs.

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

Need to account for swimming.

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		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.	DELIVERING SESSIONS CURRENTLY.
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.	30%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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/No Swimming Competitions with HSP

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: £18,460	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?:	Sustainability and suggested next steps:
<p>To ensure and engage all pupils in at least 30 minutes of physical education a day at school.</p> <p>To develop the quality of teaching of PE to ensure pupils receive high quality teaching</p> <p>To develop and improve the quality of resources to support pupils play in all areas of school.</p> <p>New Equipment for several different sports.</p> <p>To give children the opportunity to access a range of additional activities as well as those taught on a broad PE Curriculum.</p> <p>(Where possible due to Covid19)</p>	<ul style="list-style-type: none"> • Active Heat map. • Afterschool clubs • PE lessons – Following UpToDate curriculum • CPD for all teaching staff and sports leader • WOW Activity Tracker • Sports dinner clubs • Sports Partnerships • Provision at lunch time • Events held at High standard venue. • New equipment/Structures for lessons and afterschool clubs • Sports Council • Sports Leaders • 70+ Sport competitions • Sports coaches • Weekly PE awards 		<p>Keep track of children’s activity on YSG/WAT website. Improves activity and gives children rewards. Record to be kept of children who participate in competitive sports. Tracking system for afterschool clubs/Swimming/PE.</p> <p>More children will have the opportunity to access a range of sports. Including pupils with special educational needs.</p> <p>Strong links with multiple partnerships across schools in the community/trust/LA to increase participation in competitive sports.</p> <p>Record to be kept of % of PP/SEN children able to access additional activities.</p>	

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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	
<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:</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>Children experiences different sports, at different venues and levels of participation. At no cost to children.</p> <p>New sports kits for all children.</p> <p>All children participate in:</p> <ul style="list-style-type: none"> - 2 hrs of PE - WAT tracker - Active dinner times - Active learning. - <p>Regular opportunities throughout each day at unstructured times (eg break/lunchtimes) complement the delivery of the sports curriculum.</p> <p>High quality equipment is invested in to ensure children are able to participate.</p> <p>(where possible due to covid)</p>	<ul style="list-style-type: none"> • 70+ Competitions held at primary schools, secondary school and world class venues. • Sports Days held locally at school to provide comfort practice and community engagement for everyone. • Sports Leader to develop playtime boxes and deliver clubs around games at dinner time. • To ensure sports activities take place at break and lunchtimes (bubble boxes due to Covid19). • Introduction of daily mile to add to daily exercise. • Introduction of YOGA to develop key skills, movement and promote good mental health • Audit of equipment and new equipment ordered. • Promotion of sports on social media • Promote sport in assemblies and reward/celebration board. • Active lessons • PE T-shirts for all F2's • Several sport kits for any child who participates on competitions • PE Jumpers 		<p>Children experience sport participation in and elite and extremely inspiring environment.</p> <p>Children who are less confident shine in familiar surroundings.</p> <p>Children to be able to understand rules and character of competitive sports.</p> <p>Better provision and resources to deliver high quality teaching.</p> <p>Will also impact on the quality of intra/inter school activities that can be delivered.</p> <p>Sport available all through school day, in lessons and break. As well as fantastic equipment available at breaks too.</p> <p>Trained staff help progression of children throughout the day.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
<p>All teachers will be confident in the delivery of the sporting curriculum through tailored CPD, all teachers work alongside the sports leader to deliver PE sessions to further develop skill sets.</p> <p>School sports weeks such as let's get active will ensure all children have access to range of sporting opportunities further to those listed in the national curriculum.</p> <p>Sports leader to visit other schools in HSP to watch how they teach and deliver PE. (Covid19)</p>	<ul style="list-style-type: none"> • CPD for all staff with rising stars cricket. • CPD for all staff around subject knowledge. • Sports Leader involved in AfPE webinar, FA girls coaching, Cycle efficiency, FA Primary PE award, mental health and sport for Children and young person. • All teachers CPD with totally runnable for active learning 		<p>More teachers involved in PE CPD and active learning CPD means the staff have lots of ideas and experience to develop active learning in the classroom and throughout the day.</p> <p>Gives an overall 'Sporty' feel to school.</p> <p>Shows children that health and exercise is important to everyone, not just people who enjoy sport.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:</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>Increased safety and confidence of children using bicycles both on and off road.</p> <p>Children able to access a range of sporting activities outside of school to further develop skills particularly those in competitive sports.</p> <p>As a school we are part of several organisations and partnerships which offer many competitions, games and inclusion activity days.</p> <p>Lunch time provision is hosted by the sports leader and the HLTA. It is support by our young sports leaders.</p> <p>Afterschool clubs are lead by the sports leader and sometime sports coaches from outer agency</p> <p>Additional achievements: Sustain and develop swimming entitlement – most children have no outside opportunities to learn to swim so require significant support from school Broaden the range of experiences and opportunities to try out a range of sporting activities</p>	<ul style="list-style-type: none"> • Balance bike afterschool clubs for Y1. • Scootability Y2 • Bike-ability training for all Y5 pupils (week long course – Level 1 and 2) • DR bike to fix and maintain children bikes twice a year. • Bike breakfasts to encourage healthy, sustainable travel • Continued travel expenses for competition • Take part in over 70+ sports competitions • Different Lunch time clubs throughout the year with sports they will not access through the curriculum. • Swimming lessons for Year 4 		<p>Increased safety and confidence of children using bicycles both on and off road (bike ability records to be kept).</p> <p>Gives children life skills.</p> <p>Increased participation in locality competitions due to staff travel arrangements.</p> <p>More and different sports competitions in the locality sports partnership.</p>	

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<p>A wide variety of competitive sports should be covered over the year to study and to identify children that are gifted in significant areas.</p> <p>Children at both KS1 and KS2 should have the opportunity to take part in competitive sports.</p> <p>Competitive competition for children within school</p> <p>Competitive sports opportunities to be timetable in during lunchtimes and facilitated by sports leader. Ideas given by Sports Council.</p> <p>Children to be able to experience sport out of the usual school environment.</p>	<ul style="list-style-type: none"> Broad curriculum throughout school, Afterschool clubs, Sports competitions, and lunch time clubs help support and identify children who are gifted in significant areas, as well as push children who want to achieve more. Competitions/Afterschool Clubs/Lunch clubs are available from Y1-Y6 and F1/2 are involved in sports festival and sports days. Sports council help choose sports that are delivered throughout the year at lunch time clubs. Part of several partnerships that encourage competitive sports. 		<p>-Wider links with other schools in the local area to increase participation of sports.</p> <p>-More children to take part in competitive sports.</p> <p>-A wider range of competitive sports to be covered through additional time such as breaks and lunchtimes.</p>	

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	