

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

2019 to 2020

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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
• Being an active part of the East Coast Partnership • Increased staff confidence in teaching PE • Earning Gold school games award last year • Entering more and more local competitions • Introducing a wider range of personal challenges	• Develop opportunities for all children to access 30 active minutes outside of PE lessons. • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for more pupils to take part in competitive sport • The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles. • The profile of PE and sport being raised across the school as a tool for whole school improvement.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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: 2019/20		Total fund allocated: £22,434	Date Updated: June 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				0%
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:
- Educate children in the value and benefits of a healthy active lifestyle. - Develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Develop Sports Ambassadors to support active playtimes and extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - Promote physical activity varying from supervised active play to inter house competitions.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs through our SGO. - Purchase Resources - Train sports ambassadors - Lead assemblies on importance of physical activity - Further encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week - Promote opportunities and guidance for developing activity at home		- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors – - Positive behaviour and a sense of fair play enhanced - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - Sports ambassadors support active play across the school - Children across the school more active on a daily basis and enjoy being active	Monitor physical activity levels to ensure all classes meet the government guidelines of at least 30 minutes a day for each child in school time.

To continue to work in partnership with our SGO to increase awareness of the importance of physical activity				
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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:
				9%
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:
• Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. • Use PE and sport to develop the whole person including thinking, social and personal skills? • Use PE teaching to aid fine and gross motor skill development? • Use sporting role models used to engage and raise achievement? • Ensure PE and school sport is visible in the school through collective worship and notice boards • Use school website & local press, to recognise pupil achievements • High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader • Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.	• As a school we contribute funding to sustain the East coast Partnership which provides the following opportunities: • Additional competitions outside of the School Games programme • Youth Sport Trust Primary Membership • Sports Ambassador programme • SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. • Inter house competitions played throughout the year • Develop Lunch Time Sports Leaders boards • Development of competitions to raise profile of competitive sport within school.	£2,000	• Personal development (physical skills, thinking skills, social skills and personal skills). • Attainment and achievement, behaviour and attendance. • PE physical activity and school sport have a high profile and are celebrated across the life of the school • SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. • Continued progression of all pupils during curriculum PE lessons. • Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. • Successful sports day held, with all pupils able to participate fully. • Sports Ambassadors promote importance of sport/activity by being positive role models in the school	• Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. • Monitoring use of schemes and whole school PE coverage

School staff better equipped/ more confident to teach PE in school.				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE	- Purchase quality assured resources to support teachers and support staff. - PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus)	£11,000	- Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback from pupils and staff inform us that pupils enjoy their PE lessons	- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence - Re-development of competitive sports outside school

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport • Providing additional links to Community Sports Clubs • Increase opportunities for KS1 children • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. -	• Review extra-curricular activities through pupil voice with Sports Ambassadors. • Employ sports coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school • To keep the website/PE noticeboard up-to-date range of clubs currently on offer. • Children to attend the extracurricular clubs. • Equipment continues to provide opportunities during break and lunchtimes. Older children able to attend residential weekend.		• Engaged or re-engaged disaffected pupils • Increased pupil participation - Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Enhanced, extended, inclusive extra-curricular provision • Increased pupil awareness of opportunities available in the community • improved physical, technical, tactical and mental understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? • Coaches signposting children to community sessions	Further increase opportunities for KS1 children in and out of school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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:
- Provide opportunities for all children to challenge themselves through both intra school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.	Regular (termly), intra-house sports competitions for pupils across different sports. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school	Transport £1,920	- Fixture results to be published in Newsletters, on website - After school club registers identify pupil attendance.	- Review attendance data and identify children for appropriate opportunities. - Continue to attend East Coast Partnership to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in - Investigate children leading own events

PE and School Sport Report 2019-2020

This is a round up of PE and School Sport opportunities at St. Andrew's this year:

Gold School Games Mark

At the end of Term 6 2019, an application was made to apply for the Gold School Games Mark 2018/2019 which celebrates what an excellent sporting school year St. Andrew's had. It is given in recognition for the school's outstanding commitment to sport, health and activity inside of school, in lessons and outside of lessons and the extra-curricular activities that are open to all the children.

Why are we committed to being part of the Gold Package of Competitions and festivals?

St Andrew's School are extremely pleased to be part of the Gold Package, which provides a wide range of competitions and festivals that are on offer for our children to take part in and experience (some for the first time in Y3.) The children are able to have the opportunity to experience inter-competition at a high level and for some at County level, thus extending their real- life sporting involvement for the better.

Term One

KS2 Girls Football 7-a-side -a squad of 10 girls played and came third in the tournament. (won 1, drew 1 and lost 1)

U11 Mixed Football-19 children attended as 2 teams-A Team came third and B team came fifth out of six teams.

U11 Volleyball and Paralympic seated volleyball-11 children attended as 2 teams with many wins and some losses. Unfortunately, the tournament overran did not finish, so a winner was not declared. The children prepared for the tournament by receiving coaching after school.

Aylmerton Residential in Norfolk 4-7 October 2019-again we had the centre for our sole use. 52 Y5/6 children attended and 6 staff volunteered their time (RE, AK, SH, NH, DF & LM). This was another large group to take on a residential and was again very successful because of the dedication of our staff in caring and supporting the children and the instructors from Aylmerton delivering a wide and varied programme of events designed to encourage team work. Activities included: Seal Boat trip, Mud walk, Life Boat Museum, Disco, Quiz, Pirate team building activities and a new activity -Bush craft.

Multi-Skills Talent Day-10 Y4/5 talented children attended the event to further their sport. This is also an opportunity for staff to attend and pick up ideas for PE lessons as it is led by an inspirational athlete or coach. LM attended.

Term Two

Primary School Leadership Academy Day-11 Y5 children applied for the role of Sports Ambassador (SA) and 5 were chosen by the previous SA's and RE, to attend a morning learning about leadership and teamwork, with the aim of becoming Ambassadors for Sport at St. Andrew's. In addition to this staff encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school- Y5/6 children are encouraged to lead warm ups/cool downs and lead activities in PE lessons and in extra-curricular activities. LM attended

Sports Hall Athletics-30 Y4/5/6 children took part in track and field events inside Skegness Grammar sports hall against 7 other schools. Most of the children who went, had been coming to a weekly after school athletics club. The children were a credit to our school and displayed amazing athletic abilities.

Change4life-10 Pupil Premium children are chosen in discussion with SH (Additional Needs Leader) and staff. These children, who may lack in confidence, have low self-

esteem and may not attend after school sporting clubs, are thus given the opportunity to participate in sporting activities in a fun way. Fruit and water are also provided by a local supermarket to encourage healthy eating too. The children always come back enthused having tried some new sports or activities (rowing machine) and ask when is the next chance to go! SD attended.

Total number of children who attended a sporting competition or training session in Terms 1 & 2= 97

Term three

Netball Talent Day- 10 Y4/5 children (chosen from the after-school Netball Club) were given the opportunity to receive coaching from Alice Coward -a Wasps Super League Netball Player who certainly put them through their paces- drills, skills, shooting, defending an attacking, a Q&A session, photograph and autograph opportunity.

Aquasplash Swim Gala- 24 children from Y3-6 took part at Louth Meridian Leisure Centre and came a commendable second place-AL attended

High 5 Netball Tournament-16 Y4/5/6 children in two teams battled it out against 9 other Primary Schools (13 teams). Our A team came 1st and would have been the School Sports Partnership representative at the county final at Grantham Meres Leisure Centre on 26 March 2020. (cancelled due to COVID 19). SH attended.

New Age Curling-16 Pupil Premium children attended the event with one of the teams making it to the final against Chapel and were rewarded with second place. Well done to Chapel who were victorious at the end of the tournament. AC attended.

Term Four

Quicksticks Hockey -Large Schools- 2 teams were entered to play in the tournament. Both teams played well on a cold afternoon /evening, however our A Team after the first round of games in their league, then went on to play in the final which was very tense and after a nil-nil score, played extra time with both teams scoring in the nail-biting few minutes remaining.

The final result was Richmond 3-1 St. Andrew's. A super effort from both teams!

Dance Festival-this year was held very kindly by Butlins in their venue 'The Crazy Horse' free of charge. Our dance troupe was made up of 15 girls and 1 boy who attended an after-school club to learn the dance to a trio of well-known Disney songs and taught by SR (Parent).

Our children were one of the last schools to perform (all were nervous and anxious), despite this, were absolutely brilliant with their delivery and enjoyment, which enthused from each and every one of them; so fabulous to see! This competition really showcases the talent each school has and it was lovely once again to be part of this very worthwhile experience.

Total number of children who attended a sporting competition or training session in Terms 3 & 4= 93

Cross Country at St Hugh's and the **Change4life** events were cancelled due to school closures (COVID 19).

School Closures and Physical Activity

On our school class webpages children were given access to links for keeping themselves healthy during this time e.g. PE with Joe Wicks, Dance with Oti Mabuse, Chance to Shine Cricket challenges and for mental well- being Cosmic Yoga sessions.

Key Worker Children-Staff encouraged children to participate with Joe Wicks in his online PE sessions (30mins) at the start of each day. They also gave the children opportunities to use the bikes outside, take part in physical challenges and play a range of games (cricket, tennis) while the sun shone.

School Games Officers planned some virtual competitions and challenges the children could take part in at school or at home. One Y6 pupil made it through to a county final with the tennis-based challenge. All pupils who entered the competitions received certificates via email.

Swimming - Unfortunately no children were able to attend swimming lessons this year as all pools were closed nationally. If swimming pools are open and available this academic year, it would be helpful to have confirmation of the year groups which will participate in swimming lessons.

The current Y6 cohort did not have swimming lessons as Y5 children and it is likely that a small number of children will not reach the DfE expectation of swimming 25m by the end of Key Stage 2.

After School Sports Clubs 2020

JB Sports provide one session for KS1 pupils-Football	15 Children attended
JB Sports provide one session for KS2 pupils -Football	26 Children attended
Netball Club Y4-6 coached by RE and SH	25 Children attended
Athletics Club Y4-6 coached by RE	32 Children attended
Dance Club Y4-6 led by SR Parent	21 Children attended
Total number of children who attended clubs: 119	

Staff CPD

RE led a staff meeting on safe apparatus handling and general PE updates to all teaching staff and student teachers who were here on placement.
RR, TS received weekly PE support

Signed off by	
Headteacher:	John Whalley
Subject Leader:	Ruth Evans
Governor:	Paul Masterman
Date:	Summer 2020