

Evidencing the Impact of the Primary PE and Sport Premium

Grove Lea Primary School
2019-2020



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:
<ul style="list-style-type: none"> • School has achieved the School Games Mark- Gold 18-19 (4th Consecutive Year) • Awarded the Yorkshire Sport Foundation Centre of Excellence- as a result we have offered and run training for schools in the local area. • Awarded afPE Quality Mark as a result of a rigorous application and validation process • Breakfast club has been set up and has been a great success this year. Regular children take part in this and enjoyment levels are high • Extra-curricular club places taken up have increase from 212 (2017-2018) to 232 (2018-2019). • Percentage of children attending an event to represent the school has increased from 69% in 2017-2018 to 85% in 2018-2019 • Two members of staff have successfully achieved the Level 6 specialism in P.E • Club links have become stronger. Clubs have offered assemblies, after school clubs and attended the summer fayre to raise awareness of sporting opportunities in the local area • Quality of teaching observed this year has identified teaching to be good or better. Children are receiving more high quality P.E taught by class teachers and supplemented by high quality sports coaches 	<ul style="list-style-type: none"> • Parental Engagement • Diet and Nutrition • Progression routes/competitions and interventions (Including the use of D.O as intervention coach next year) • CPD opportunities for teachers and support staff • Embedding of the assessment scheme to ensure it is appropriately timed and analysed

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	80%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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: 2019/2020		Total fund allocated: £	Date Updated:	
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:
				%
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 that all pupils are aware of the 30:30 agenda and its importance towards health and well-being.</p> <p>To ensure that there are opportunities for 30:30 agenda built in throughout the day including encompassing before school and after school.</p> <p>To develop an action plan and time line of events for increasing parental engagement in PAPESS.</p> <p>To develop outdoor provision to ensure more children are physically active</p>	<ul style="list-style-type: none"> To increase parental engagement in school sports, physical education and activities. To identify how we can establish opportunities for Year 4 pupils can enhance their risk managed activities To collect examples and spot light children who are active outside of school to ensure that they are all encouraged to keep active To increase the number of children who are coming to school on bikes or scooters. Research into which outdoor equipment we can purchase 	£3300	<p>The use of assemblies, parent partnership, surveys, regular dojo posts and display boards have highlighted the importance of the 30:30 agenda. The impact of this has been shown in pupil voice where pupils can discuss why it is important to be active and what impact this can have on your life.</p> <p>Equipment has been purchased for the outdoor playgrounds. Play Leaders in Y6 have been used regularly so far this year. The impact of this is that children have a wider range of activities to access and have a greater awareness of how to keep active</p>	<p>Further work needs to be done to give ownership of this to a wider range of children. By doing this it will ensure that the impact is sustainable and will ensure that they have more input into what activities they are accessing at lunchtimes.</p> <p>Next steps for the P.E leader are to work on a calendar of events which encourage further parental engagement.</p> <p>The Y4 sleepover was going to provide children a risk managed activity designed to push them out of their comfort zone. Due to unforeseen circumstances this was unable</p>

			during playtimes.	to take place.
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	
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 that the assessment system is embedded and developed as a tool for learning.</p> <p>To ensure that PAPERSS is continually embedded through assemblies and displays around school.</p> <p>To ensure that opportunities for assemblies are used to highlight the importance of PAPERSS to all children.</p>	<ul style="list-style-type: none"> To provide a more detailed profile of each pupil and their contribution to Physical Education, Physical Activity and School Sport. To further develop the assessment process to ensure tracking is consistent across the transition from EYFS to KS1. 	<p>P.E passport cost- £500</p> <p>Assembly cost- £500</p>	<p>Due to sustainability the P.E passport app was not renewed. A decision was made that in line with the new focus on progression grids, as a school we would develop our own assessment check lists which match the progression grid. This means that we did not renew the passport app.</p> <p>The focus on the progression grids has impacted teachers by ensuring there is a clear progression of skills across all year groups and through all areas of P.E.</p> <p>The impact of this on pupils will be seen further over the next year as the progression grid is embedded.</p> <p>Early indications are that the use</p>	<p>Ensure the check lists are being regularly used as a point of assessment for teaching staff.</p> <p>Ensure these begin to be passed up to the next class teacher to allow a greater focus on the gaps which need to be covered.</p> <p>Greater focus on vocabulary for all subjects and year groups.</p> <p>Encourage staff to question children further on their use of vocabulary within the subject.</p>

			of progression grids is allowing children to access more clearly focussed lessons and will impact upon their vocabulary for the subject. This will be a greater focus over the coming year.	
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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>To use increase staff specialisms within school with a view of expanding knowledge and understanding of pupils within different sports.</p> <p>To ensure that all staff are accessing general CPD or having opportunities to work with quality coaches in the delivery of lessons.</p> <p>To ensure there is a strong partnership in place with clubs, coaches and other schools within the MAT</p>	<ul style="list-style-type: none"> To ensure there is a plan in place for intervention for children who do not achieve the end of key stage expectations To ensure that all staff (including support staff) are aware of the procedures for self/peer assessment in lessons and how this looks across the year groups To continue to develop our new pyramid of schools and ensure all members have a key role in the partnership To continually adapt schemes of work to ensure a progressive curriculum which is broad and balanced for our pupils. To purchase CPD which enhances the staff skill set in different sports To purchase afPE membership to ensure staff are aware off developments 	<p>Initial approximately</p> <p>RFL Level 1- £140</p> <p>Netball- £230</p> <p>Athletics Assistant- £245</p> <p>Swimming- £99</p> <p>Yoga Instruction- £350</p> <p>General CPD- £500</p> <p>AfPE membership- £110</p> <p>D.O- £3960</p> <p>TLR- £2667</p> <p>Imoves- £595</p>	<ul style="list-style-type: none"> Increasing staff specialisms this year has been difficult due to time constraints. All staff have had the opportunity to take part in Active Lessons CPD with Tagtiv8. The impact of this is that teachers gained a wider knowledge of ways to make learning active. For pupils this will ensure that lessons have a further active element to them which will encourage reluctant learners to take part. The P.E leader, head teacher and one teaching assistant attended the Wakefield P.E conference. This enhanced the knowledge of all members and will impact upon the provision for our children. In particular a focus will be put on the engagement of 	<p>Look at how the skills gained from this year and any areas of expertise we have can be shared amongst staff. HH to share Yoga expertise. CN to share netball coaching drills etc.</p> <p>Look at how we can fundraise at sporting events to further enhance our staff expertise. Begin to look at how we can make D.O coaching sustainable in the future- sharing of knowledge across all staff members.</p>

			<p>girls following one of the sessions at the conference.</p> <ul style="list-style-type: none"> • One member of staff accessed a Yoga qualification. The impact of this has been in extending their knowledge and taking note of their personal interest. For our children this will mean that Yoga is able to be offered as an after school more consistently. • Regular trust meetings have ensured that there is a consistent approach to P.E provision across the trust. This sharing of knowledge and expertise has ensured that all children within the pyramid are having access to high quality provision. • Extending the hours of our sports coach has allowed for more high quality games teaching. The focus on having the sports coach across two terms has seen the KS1 children having a much stronger start to many skills e.g- the increase in their ability to throw and catch. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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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 that we continue to widen the sports and physical activities on offer to pupils.</p> <p>To be able to attend a variety of sporting competition opportunities.</p>	<ul style="list-style-type: none"> To begin to include children in the planning process for Open Futures to ensure it is more personalised. To audit and purchase new resources which expand our opportunities within school 	<p>Coach Travel- £1800</p> <p>Resources (See separate costings) £2507</p>	<p>Continuing to budget and fund the coach travel to events has ensured that we can continue to event as many events as possible. The impact of this has been that 66% of pupils have been able to attend at least one sporting event during this academic year. This has impacted by allowing children to experience an event for the first time. This percentage would have been higher however due to unforeseen circumstances events had to be cancelled in the Summer Term.</p> <p>Another significant investment in our school equipment ensured that we have the resources which we need to teach a variety of subjects. We invested in new equipment for New Age Kurling, Dodgeball and Sitting Volleyball. The impact of this is that we have high quality equipment to teach high quality lessons. This should impact significantly on our SEND</p>	<p>Continue to audit resources and ensure that children have access to high quality resources.</p> <p>Develop a plan for ensuring that equipment is self-sustaining e.g- parent partnerships fund raising pages etc.</p>

			children who have the correct resources needed to access SEND specific competitions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 continue to strive to reach our goal of every child representing school in a competition throughout the year.</p> <p>To continually monitor data to ensure a clear check is made on pupils who attend events.</p> <p>To develop a calendar of events specifically for intra-school events.</p>	<ul style="list-style-type: none"> To maintain our partnership with the School Games organiser to ensure our children are able to access a variety of sporting tournaments To ensure that there is a greater focus on intra-school events across the whole school with timetabled whole school events across the year 		<p>Intra events have become a more clear focus within school. With the help of all class teachers and sports coach all children have accessed intra-school events within their lessons. A clear structure of when they could be used was put in place and teachers have been using this to ensure competition is encouraged. The impact of this on the children is that they increase core values such as resilience, perseverance, teamwork and leadership in a game situation.</p>	<p>Continue to develop competition both within class and across the whole school.</p> <p>Continue to set the ambition of every child representing school at an Inter competition and children reporting the impact on this.</p>

Signed off by	
Head Teacher:	S.Henshall
Date:	10.9.2019
Subject Leader:	T.Pearson
Date:	10.9.2019
Governor:	J. Garrick

Date:	10.9.2019
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