

Evidencing the Impact of the Primary PE and Sport Premium

Grove Lea Primary School
2020-2021



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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

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: 2020/2021		Total fund allocated: £17,791		Date Updated: 17/09/2020	
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:
					%
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>To begin to encourage children to demonstrate their knowledge of the 30:30 agenda and how they can keep active.</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 further strengthen the use of active heatmaps to ensure we are further developing activities which take place in the classroom.</p> <p>To develop outdoor provision to ensure more children are physically active.</p>		<ul style="list-style-type: none"> Children to take control of displays/newsletters highlighting how they can lead a healthy and active lifestyle. 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. Set up heatmaps for all classes for each term. Research into which outdoor equipment we can purchase 		<p>Assemblies- £500</p> <p>Equipment- £5090.85</p>	Sustainability and suggested next steps:
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?:
<p>To encourage children to be using the correct vocabulary both in P.E sessions and around school.</p> <p>To develop bubble/whole school competitions/festivals for each half term to ensure that we do continue competitive sport during the aftermath of COVID-19.</p>	<ul style="list-style-type: none"> Pupil interviews will have a greater focus on the vocabulary of the subjects which they have been taught. Speak with CN to discuss what festivals we can put in place for each term to allow competition and work towards the house competitions. 			

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 identify a new P.E scheme to update our curriculum and add fresh ideas for our staff</p> <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 each class teacher has the correct checklists for the subjects they are teaching.</p> <p>To ensure that the progression grid is closely followed so that staff and children become aware of the expectations of each P.E area in each year group.</p>	<ul style="list-style-type: none"> 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 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 of developments Create a P.E file for each member of staff and the P.E Year groups they teach. Check planning/observations to ensure that staff are following the progression grid closely and teaching what is required of each year group. 	<p>Initial approximately</p> <p>RFL Level 1- £140</p> <p>Netball- £230</p> <p>Athletics Assistant- £245</p> <p>AFPE- £110</p> <p>D.O Coaching- £5280</p> <p>Get Set 4 P.E- £1357</p> <p>Imoves- £595</p> <p>TLR- £2667</p> <p>General CPD- £500</p>		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 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> <p>To look into what opportunities we can provide for our children for sports we have not tried before.</p> <p>Build in opportunities to use equipment previously purchased (lacrosse/tri-golf)</p>	<ul style="list-style-type: none"> To audit and purchase new resources which expand our opportunities within school To speak with SGO to discuss plans for the calendar of events for next year dependent on COVID-19 To research into which sports we can provide for our children which have not been done before To discuss with children in pupil interviews what sports they would like to access 	Coach Travel £1200		

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:
To continue to strive to reach our goal of every child representing school in a competition throughout the year. To continually monitor data to ensure a clear check is made on pupils who attend events. To develop a calendar of events specifically for intra-school events.	<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 			

Signed off by	
Head Teacher:	S.Henshall
Date:	17.09.20
Subject Leader:	T.Pearson
Date:	17.09.20
Governor:	J. Garrick
Date:	17.09.20