

Evidencing the Impact of the Primary PE and Sport Premium



Grove Lea Primary School
2020-2021

PE Lead: T. Pearson September 2020 – March 2021/
H. Hudson April 2021 - Ongoing

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£17,800.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1923.23
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>80%</p> <p>26/30 children</p> <p>2 children joined in Year 6 and haven't been swimming with us.</p>
<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> <p>Please see note above</p>	<p>80%</p> <p>26/30 children</p> <p>2 children joined in Year 6 and haven't been swimming with us.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>80%</p> <p>26/30 children</p> <p>2 children joined in Year 6 and haven't been swimming with us.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>80%</p> <p>26/30 children</p> <p>2 children joined in Year 6 and haven't been swimming with us.</p>
<p>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?</p>	<p>No</p>

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: £17,800		Date Updated: 29/07/2021	
Key indicator 1: The engagement of all 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: 36%
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 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> <p>Develop Physical Development Resources in the Early Years to ensure that children have the best possible start to their journey in Physical Education, School Sport and Physical Activity.</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. <p>Research into which outdoor equipment we can purchase</p>		<p>Assemblies- £500</p> <p>Outdoor Exercise set £5090.85 Extra equipment for playtime boxes and EYFS equipment - £1397.40</p>	<p>Unfortunately due to Covid restrictions no assemblies were able to take place during the year.</p> <p>All EYFS and KS1 children did Wake up, Shake up activities twice a day which has helped their learning especially in KS1 where more formal learning at tables had to take place due to the pandemic.</p> <p>The outdoor provision was added during the Spring Term and years 4, 5 and 6 took full advantage of this during break and lunch times. Additionally lots more equipment was added to the playtime boxes to interest and encourage the children to become more physically active.</p>	<p>To get morning club (with activities) and after school clubs up and running again to increase the amount of time the children are active. Invite local clubs from the area to display leaflets and join assemblies.</p> <p>Ensure all classes take part in the 1K run or Wake up, Shake up daily to ensure that they are being active in the classroom.</p> <p>To restart the use of heat maps to track how active the children are in each classroom.</p> <p>Look to set up some activities around the outdoor equipment to give the children a focus.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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 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> <p>To create clear teams for competing purposes and ensure that the children wear PE kit on PE days.</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. • Order T-shirts in house colours for all children from Reception through to Year 5. 	£1022.77	<p>Unfortunately due to the pandemic no pupil interviews were able to take place. However, the staff did a lot of CPD on Rosenshine's theory and how children learn. Therefore in lessons there has been a much bigger focus on building on existing learning and reviewing and teaching of new vocabulary using the progression grids.</p> <p>In the Summer Term we were able to build up to a sports day for each class in their bubble which consisted of a race afternoon, a netball tournament and circuit activities. The children were in their house teams and it was a really big success.</p>	<p>Next year a model for each teacher to follow will be implemented. This will ensure that vocabulary, oracy and building on existing learning is of the highest importance in every lesson.</p> <p>Pupil interviews will be reintroduced as part of the monitoring timetable and will be completed termly for each year group.</p> <p>Re look at a timetable for festivals with CN and BH for next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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 Give the progression grid and long term plans out to all members of staff for their planning files. Check planning/observations to ensure that staff are following the progression grid closely and teaching what is required of each year group. 	<p>RFL Level 1- £140</p> <p>Netball- £230</p> <p>Athletics Assistant- £245</p> <p>AFPE- £110</p> <p>D.O Coaching- £2100</p> <p>Get Set 4 P.E- £1357</p> <p>Imoves- £695</p> <p>TLR- £2873</p> <p>General CPD- £500</p>	<p>Unfortunately due to the pandemic coaching course were not available.</p> <p>We have purchased the GetSet4PE scheme of work to be used from September. This will really help to ensure progression from year group to year group. It was also include assessment against objectives for each unit. In addition to this there are knowledge organisers for each unit which will help the teachers to ensure the correct subject matter and vocabulary is being taught year on year.</p> <p>AFPE was purchased. This ensured that PE leads were up to date with the latest guidance and safety information.</p> <p>All teachers Years 1 – 6 had ongoing CPD/opportunity to work with D Oates to increase their skills in teaching games.</p> <p>Unfortunately no observations were carried out in PE this year due to the pandemic.</p>	<p>Have some online CPD with Get Set 4 PE to ensure that the staff are familiar with and understand how to use the new scheme of work.</p> <p>Re look into coaching course to increase staff specialisms within the school.</p> <p>Work with staff to ensure that the new scheme of work is being implemented correctly and consistently.</p> <p>Ensure that summative assessment is carried out at the end of each unit.</p> <p>Work with D. Oates and CN to identify children who are both below the expected level and those who are working above. Look at ways to support these children.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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>Ensure that there is sufficient PE equipment to support the new scheme of work.</p>	<ul style="list-style-type: none"> To audit and purchase new resources which expand our opportunities within school This will go alongside the long term plan for next year and ensure there is sufficient equipment to implement the different units across all year groups. To liaise 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 	<p>Coach Travel £1200</p> <p>£1212.75</p>	<p>Unfortunately due to the pandemic we weren't able to offer a wider range of sports to children at school or out of school.</p> <p>Currently following e mail updates from the SGO.</p>	<p>To ensure that we continue to widen the sports and physical activities on offer to pupils through experiences both in and out of school.</p> <p>To get the children's opinion on new sports that they would like to try through pupil voice.</p> <p>Using the new scheme of work will introduce the children to a broader range of activities.</p>

Key indicator 5: Increased participation in competitive sport				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:
<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>Unfortunately due to the pandemic there were no competitions for the children to represent the school.</p> <p>Was in contact with the SGO for any updates. These mainly related to the new year.</p> <p>Completed a school games day for all year groups in the Summer Term which worked really well and really helped to ensure that there was a focus on PE as soon as the children were back in PE kit.</p>	<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>

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Keeping the children active in school even with restrictions. Had a huge focus in PE during the Summer Term. All staff in Year1 to 6 worked with D. Oates to increase confidence and expertise in the teaching of games. School Games Day for all year groups which incorporated many sports. Active playtimes and lunchtimes across all year groups. Because the children were individual year groups they had a lot more access to playground equipment which worked really well and increased the amount of children who were active during these times. Years 4, 5 and 6 using the new outdoor equipment and existing equipment such as the climbing wall during play times and lunch times. This also increased the number of children being active during these times. 	<ul style="list-style-type: none"> To fully implement the new scheme of work from EYFS to Y6 to ensure progression. To ensure staff are aware of the assessment criteria relating to the new scheme of work and ensure that it is completed at the end of each unit. To get active morning clubs and after school clubs up and running with a wide variety of activities to interest all children. To participate in the school games calendar. All children to participate in intra school competitions throughout the year. To give Years 4, 5 and 6 opportunity to swim throughout the year. To continue to work with sports coaches/specialists as ongoing CPD for the staff to increase their confidence, knowledge and ability to deliver lessons in those areas.

Signed off by	
Head Teacher:	S. Henshall
Date:	29/07/2021
Subject Leader:	H. Hudson
Date:	29/07/2021
Governor:	J. Garrick
Date:	29/07/2021