

## The Impact of Primary PE and Sport Premium Funding

April 2020

The UK government currently supplies all primary schools with a 'PE and Sport Premium' fund. The aim of this is to support schools in ensuring that children have access to at least 60 minutes of sport and physical activity per day.

We believe that physical activity has numerous benefits for physical health, as well boosting happiness, resilience and confidence. This helps children to feel relaxed, focused and ready to learn.

This year, we received £17, 800 in funding with a £5420 carry over from the previous year. We allocate the funding in order to have the highest possible impact children's active lifestyles. Impact on the quality of PE, physical activity levels and overall attainment is monitored and reviewed throughout the year. Below is a detailed breakdown of funding allocation and its impact, under five key indicators:

1. The engagement of all pupils in regular physical activity;
2. The profile of PE and sport being raised across the school as a tool for whole-school improvement;
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport;
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

\*Please note that at the time of writing the school was closed to most pupils due to the outbreak of Covid-19. This has impacted upon plans for funding-use throughout the summer term.

<b>Achievements to Date</b>	<b>Areas for Development</b>
<ul style="list-style-type: none"><li>● Daily opportunities for children to enjoy sport and promote their fitness through the use of sports coaches at lunch times;</li><li>● The introduction of opportunity for children to compete with children from other schools;</li></ul>	<ul style="list-style-type: none"><li>● Capacity for inclusive PE;</li><li>● Assessment;</li><li>● Consistent and effective long and medium term planning across the whole school.</li></ul>

<ul style="list-style-type: none"> <li>• CPD opportunities for competitive sport.</li> </ul>	
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<b>Academic Year:</b> 2019 - 20	<b>Total Fund Allocated:</b> £17,800 + £4,320. <b>Total:</b> £23,220	<b>Date Updated:</b> 2.4.2020 <b>Total Spend so Far:</b> £19,876 (86% of Total Allocation)		
<b>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</b>				81% of Total Allocation
<b>School Focus with clarity on intended impact on pupils.</b>	<b>Actions to Achieve:</b>	<b>Funding Allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and Suggested Next Steps:</b>
Our focus this year has been on ensuring high quality play, sport and physical during play and outdoor-learning times. The intention is that children will engage in physical activity at least twice a day and will return to their classrooms feeling calm and ready to learn. Physical activity is also used as a tool throughout the school day to energise or calm pupils as needed to promote learning.	Shine Sports coaches are employed every lunch time to support children in physical activity. Children in Reception have access to an outdoor area with high quality equipment. Children who may benefit from additional physical activity or more-structured play are identified. Use of the Trim-trail, log climber and ball court is timetabled to ensure all children can access facilities. Teachers to use physical activity throughout the day as they judge necessary. Play time ‘buddies’ from the junior school support our children at lunchtime by encouraging them to join in and teaching new games.	£18,900	Children return from lunch time feeling energised and ready to engage in learning. Playtime conflicts and friendship issues have also been reduced, having a positive effect of wellbeing. The identification and engagement of key children in structured games has had a noticeable impact on happiness at playtime. Playground games taught by coaches are used by children independently. The time -tabling of playground facilities has helped the younger children to access the log climber and trim trail more freely. The pitch timetable has greatly increased the number of girls accessing ball games at play time. Children report enjoyment of playing with buddies and increased confidence accessing games.	Staff meeting time to be allocated for teachers to share calming and energising activities in the classroom.  Survey of children and games and activities they enjoy at playtimes so that these can be promoted and expanded upon as part of PE teaching.  Consider additional equipment, such as skipping ropes, at play time.  Look into training for inclusive PE to ensure all pupils can access physical activity.
<b>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement.</b>				0% of Total Allocation

School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
Our particular focus this year has been on whole-school events and performance opportunities and on celebrating children's sporting achievements. The intended impact is to promote enthusiasm for sport and to encourage participation and excitement both in and out of school.	Whole-school events which involve the wider community, such as Sport Relief and Sports Day. 'Celebration' class assemblies being trialled to promote and encourage sporting activity outside of school. Year 2 May Pole dancing to be performed at the May Fair. All year groups to rehearse and perform a play, including dance. 'Travel to Tokyo' introduced to promote and celebrate physical activity outside of school.	£0	Sport Relief day was a great success with all children wearing their sports clothes and participating in fitness challenges in year groups and as a whole school. Children understood they were participating in a county-wide event to raise money to help others and took pride in this. Celebration assembly trial has been successful. Children have really enjoyed sharing certificates, medals and trophies and learning about each others' activities. Skipping skills for May Pole were taught successfully (May Fair and plays cancelled). Travel to Tokyo introduced at time of writing.	Discuss the introduction of class celebration assemblies across the school. Consider the introduction of more regular whole-school sporting events.
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>				1% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
A review of provision and a staff survey identified the teaching of dance and of competitive games as area for development. We felt that pupils would benefit from more consistent teaching in dance and more opportunities to learn competitive games in PE.	CPD sessions for competitive games in KS1 as part of Shine tournaments. Dual teaching of dance in Year 2 to share skills and knowledge. Working with the Shine Sports dance coordinator to create a whole school plan for the teaching of dance.	£50	Teachers and support staff have observed Shine coaches teaching dodge ball and futsal to their classes. Staff felt they had the skills and knowledge to run these games with their classes. Dual teaching has enabled more confident teachers to share their knowledge and skills. This has been an efficient way to pass these skills onto other teachers to support their teaching	Consider whether observation and dual teaching could be used more widely across the school, particularly so staff can share new skills learnt from Shine. Planning to be used and reviewed over next academic year with staff

	The development of PE planning using Real PE resources.		and improve the learning of more children. Dance CPD meetings to be rescheduled with a view to start in the next academic year. New plans clearly show the skills to be taught each year and how these can be applied in games. This has given staff increased confidence with subject knowledge and planning.	giving feedback on areas needing development.
<b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b>				4% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
We aim to provide a broad, varied and engaging experience for all children. Our focus has been on introducing children to new sports to help them find new passions and increase their physical confidence. We also aim to use physical activity to support learning in other subjects to increase attainment across the curriculum.	Workshops providing experiences beyond the expectations of the curriculum. Active play times used to introduce new sports and activities. Audit of PE resources with replenishment and development where needed. Developed PE plans to direct teachers to varied resources and equipment to ensure broad experience in PE lessons.	£856	Circusology and A-Life workshops in KS1 introduced children to new skills and activities. Children showed high levels of engagement and enthusiasm for new activities. Shine coaches at lunchtime bring many different skills from a wide variety of sports. Children report trying new things and challenging themselves at play times. Review of resources found the need of more soft balls for new games learnt in CPD. Under-used games and resources (such a curling and croquet) have been specifically planned for to broaden PE experience.	Consider more workshop experiences for next year and how the skills and activities can be disseminated and used in PE teaching. Review activities used at playtimes to ensure variety. Re-audit resources. Teachers to give feedback on new planning guidance to ensure resources are being used. Consider any additional resources that could make sustainable changes to PE teaching.
<b>Key Indicator 5: Increased participation in competitive sport.</b>				1% of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:

<p>Our focus this year has been to introduce competitive sport with other schools and to improve competitive opportunities in PE teaching. We believe that this will help to build the confidence and resilience of pupils as well as encouraging them to develop and apply their skills.</p>	<p>Participation of KS1 children in tournaments with local schools, run by Shine. Children selected who do not usually play competitive sport outside of school. Competitive elements to be planned into PE lessons. CPD to develop teachers' confidence in teaching competitive games (as above).</p>	<p>£70</p>	<p>Shine tournaments and the accompanying CPD sessions were very well received by children. Children were extremely excited and showed high levels of engagement. Children were encouraged to use good teamwork skills, such as passing the ball and encouraging others. These skills have been built into PE plans. Teachers have begun to increase competitive elements into PE teaching. This has shown increased resilience in pupils and improved teamwork skills.</p>	<p>Shine tournaments will continue to be attended in the next academic year with the skills taught being used in PE teaching. Skills needed for competitive games (e.g. resilience and communication) will continue to be taught in PE and across the wider curriculum. PE planning to be reviewed to ensure opportunities for competitive games are maximised.</p>
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