

Friendship, Respect, Truthfulness, Perseverance, Thankfulness, Forgiveness and Citizenship



# Evidencing the Impact of Primary PE and Sport Premium Funding St Margaret's C of E Primary School ~ Stoke Golding 2019 - 2020



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## PE and Sport Grant

In common with all schools nationally, we have been allocated Sport Funding by the DfE to be used to fund improvements to the provision of PE and Sport, for the benefit of primary-aged pupils in the academic year 2019-20 so they can develop healthy lifestyles. (This has been ongoing since the 2014 - 2015 funding).

Further information about possible uses of the funding can be viewed at:

<https://www.education.gov.uk/schools/adminandfinance/financialmanagement/primary>

## Purpose of the premium

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018 to 2019 academic year, to encourage the development of healthy, active lifestyles.

<https://www.gov.uk/government/publications/pe-and-sport-premium-funding-allocations-for-2017-to-2018/pe-and-sport-premium-conditions-of-grant-2017-to-2018-local-authorities-and-maintained-schools>

## Schools must use the funding to:

- \* develop or add to the PE and sports activities that the school already offers
- \* 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 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.

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Schools are required to publish details of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>* The continuation of sports at lunchtimes to target whole school improvement / behavior and increase levels of physical activity. This has been an ongoing success.</p> <p>* Continuation of a sports coach in the afternoons to target groups of children ~ from lower ability to higher ability and also sport specific for competition. It has also been used in partnership with ELSA to target groups / individuals with specific needs. Children with specific SEND needs have also benefitted from sessions and been able to follow up with competitions.</p>	<p>Water safety ~ whole school approach.  <span style="color: red;">Due to COVID-19 we have left this the same as last year. Whilst we have made huge progress towards achieving this, for some of our children, these targets would have been met in the Summer term.</span></p> <p>Due to staff turn-over, re-training of staff / staff confidence / introduction of planning needs revisiting. Plans are in place for this to include planning, assessment &amp; evidencing the impact.  <span style="color: red;">We have introduced 'Get Set for PE' which has proved incredibly successful for all teachers. Due to COVID-19 we have not had a full year of this or of using the assessment that we have in place and therefore would like to focus on this as a target for the coming year.</span></p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	27/30 = 90%



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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27/30 = 90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? *	Yes/No Please see details below.

\* We have made provision for children in Years 4, 5 and 6 who cannot competently swim 25m to have additional swimming lessons in a small group on a Thursday morning. **£1475.40 has been set aside for this & carried over to 2020 / 2021 due to covid.**

In previous years, we have used some of the funding to pay for additional swimming coaches to enable the more able children to have coaching to challenge them further & have additional teachers, however, this has formed part of our curriculum teaching this year.

**Funding allocated to additional swimming / water safety ~ £1475.40 put aside but not used due to covid.**



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### 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 students today and for the future.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated: £10576 carried forward + £17880 funds = £28456 – 3900 staffing allocation = £24556</b>		<b>Date Updated:</b> <b>July 2020</b>	
<b>Key indicator 1:</b> The engagement of <u>all</u> 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					Percentage of total allocation: <b>23%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:	
* The continuation of lunch clubs on offer with a wider focus of sports in order to maintain the high level of pupils engaged in physical activity.	Children to be involved in the planning of lunch time clubs.  Yr 5/6 children to meet with lunch club provider to ensure their interests are met.	£1850 FSF (also part of key indicator 2 & 3 spending).	The majority of children in each class participate in lunch time sports clubs.	Aim to continue lunch club.  Consider sustainability and view to develop lunch time staff role within lunch clubs.	



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<p>* The use of a sports coach to work with SEND groups and 'reluctant to participate' children. This forms part of the afternoon activities provided.</p>	<p>Groups to be identified. Survey children ~ what would they like to do.</p>	<p>£1,850 FSF (also part of key indicator 2 &amp; 3 spending).</p>	<p>Survey / quantity of children increasing levels of activity during the week, based on children identified as less active.</p>	<p>Building up the confidence &amp; enjoyment of these children in order to help them to 'want' to be active (join in lunch clubs etc).</p>
<ul style="list-style-type: none"> <li>The provision of 'Forest Schools' as a route to activity for reluctant children.</li> </ul>	<p>Groups to be identified. Equipment purchase.</p>	<p>£409.16</p>	<p>PT to report on children who were initially reluctant to join in &amp; the increase in participation.</p>	<p>Building up the confidence &amp; enjoyment of these children in order to build their self-esteem. Also help with any barriers such as social and emotional difficulties which may present as barriers.</p>
<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation: <b>0%</b></p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>



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<p>* School games notice board with regular updates to inform whole school of importance of sports. Matched with regular updates both online &amp; in the weekly newsletter to parents recognising chn involved in sporting activities.</p>	<p>Achievements recognised in celebration assembly each week &amp; in weekly newsletter. Also on school website with photos &amp; write up &amp; school notice board. Upkeep of boards / website.</p>	<p>£0 (PE Co-od time)</p>	<p>Chn have growing pride in what they are doing &amp; are keen to see photos on display. Chn want to 'show-off' what they have done.</p> <p>Parents recognise the importance of chn's sporting achievements &amp; are keen to support. More chn attend one of our most popular events ~ the cross country.</p>	<p><i>Maintain what we have achieved.</i></p> <p>HT / SLT to focus on how lunchtime sports can be sustainable.</p>
<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: <b>10%</b></p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>



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<p>Use of Get Set for PE for teachers to use to aid teaching.</p>	<p>Purchase of Get Set for PE</p>	<p>£550</p>	<p>This has been incredibly popular with all staff. Staff are feeling confident in the use of it and also planning for PE.</p> <p>All staff are confident to adapt their practice and build on the lessons where needed.</p> <p>Children are therefore benefiting from higher level of teaching.</p>	<p>Any new staff to be shown how to work this.</p> <p>All staff to be using Get Set for PE to assess their classes.</p> <p>PE lead to be able to break down data into groups.</p>
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<p>There has been a continuation of CPD.</p>	<p>Liaise with DC &amp; CTs. Establish dates when best to run for each teacher.</p>	<p>N/A (combined with afternoon sessions)</p>	<p>DC (FSF) works in school specifically 1 afternoon a week for CPD. Class teachers can identify areas which they would like additional help with for this.</p>	<p>DC will still be working in school and will be available for teachers to ask advise. PE co-ordinator will also be continuing with any CPD.</p>
<p>Purchase of equipment to enable high quality teaching and learning.</p>		<p>£302 £349</p>		
<p>Purchase of Val Sabin planning and assessment guide</p>		<p>£44</p>		
<p>Safe practice: PE reference book</p>		<p>£50.41</p>		
<p>Repairs to current equipment</p>		<p>£530.20</p>		



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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: <b>11%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
* All classes given a budget to take whole class for an experience day. Activity must be 'sports' which children get to participate in and must be something 'different.'	Class teachers to be made aware. CTs to book / organize.	£200 per class = £1400 (carried forward due to covid)	Survey children after their visits. PE lead to find links for children if their activity if something they would like to continue. (eg climbing sailing etc).	<b>Due to COVID-19 this didn't happen as activities were book for the Summer term. This will continue into the 2020-2021 cycle.</b>
* FSF (DC) has been employed to work an afternoon a week to work with Year 6 chn to enable them to experience a range of sports & activities.	DC	£1,850 FSF (also part of key indicator 2 and 3 spending).	Chn from a wide range of groups have benefitted from this ~ SEND, PP, HAPs, MAPs, inactive. Also Year 6 class in general.	Arrange a survey with Year 6; beginning of year and part way through ~ impact.



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<p>* Circus skills for KS2 ~ Kings Lodge to provide range of activities to KS2 chn to show a range of active skills which they could participate in that aren't the straight forward stereotypical 'sports.'</p>	<p>Liaise with Kings Lodge. Provision of space / ensure equipment / risk assessment etc.</p>	<p>£150</p>	<p>Wider range of staff are involved in delivering activities to chn.</p>	<p>Follow up by encouraging chn who are interested to join clubs / can go in this direction if they wish so opportunities aren't wasted ~ community to club links.</p>
<p>* Street dance sessions for the whole school ~ encourage interest, experience wider range of activities.</p>	<p>Organise leader.</p>	<p>FOC</p>	<p>Look at numbers who join the after school street dance club. Who is joining who wouldn't normally? Have we targeted any inactive?</p>	<p>Start Street Dance after school club. Ensure places available for inactive / less interested in other sports.</p>
<p>* Judo sessions for the whole school. 1 session per class in order to experience a different sport and encourage out of school participation where interested.</p>	<p>Organise leader.</p>	<p>FOC</p>	<p>Ask children about enjoyment levels.</p>	<p>Provide links to clubs for children who would be interested in pursuing the sport.</p>



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Wider range of competitions entered for more age groups.	Entry to Boccia, Hockey Triathlon Swimming gala Change4Life Bubble runs Rugby	FOC	Enabled chn who were to anxious to enter competitions such as football to enter something that was new to the whole team ~ more confident for example.	Continue this next year and find avenues for them to continue this if they wish to.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: <b>34%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



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<p>Affiliations to local competitions in order to enter.</p> <p>Coaches to access hard to reach competitions / where staff unable to transport.</p> <p>Training of staff member to work as a sports coach (L3)</p> <p>PE co-ordinator time &amp; additional staffing to support competitions.</p>	<p>HABSSA</p> <p>Cross country competition entry fee.</p> <p>Book coach for Area Sports</p> <p>Book training</p> <p>Purchase of medals / trophies</p> <p>Staffing</p>	<p>£2000</p> <p>£42</p> <p>£180*</p> <p>£50 *</p> <p>*allocated but not used due to covid.</p> <p>£500*</p> <p>£49.79</p> <p>£3900</p>	<p>The continued support we have had from affiliations has been phenomenal, especially HABSSA. Without the provision from here, we wouldn't have entered the number of competitions which we have.</p> <p>We have entered a wide range of different sports competitions from the standard sports such as football and swimming, to cycling (although this didn't happen in the end), bubble runs and triathlons. It has been a fantastic year for competition for us.</p>	<p>Continue this work into next year, accessing as many competitions as possible.</p> <p>Due to COVID-19 it is hugely important that we continue with our Key Indicator 5 targets. Whilst we took part in many competitions (24) in the Autumn term and first few weeks of Spring, there were many more to come during the rest of spring and summer term.</p>
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Funding spent ~ £13,926.43

Carried over to 2020/2021 ~ £14,529.57

