

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by



Department
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Created by



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Parkfield Community School 2019 – 20



During each academic year, every primary school receives a Primary PE & Sport Premium Grant from the government. Each school receives a different amount of money depending on the number of children it has. In September, the Sport Premium Grant doubled. This was due to soft drinks companies having to pay a levy on drinks with added sugar.

The grant is given to help schools develop their PE curriculum and to increase the number of children participating in PE and sport in and out of school time.

Below is an action plan of how we intend to spend the Sport Premium Grant to best benefit the children.

The additional income provided to school through sports premium is designed to do the following;

- develop or add to the PE, physical activity and sport activities that your 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

Schools can use the premium to secure improvements in the following indicators:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is 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

Academic Year: 2019/20	Total fund allocated: £21, 690	Date Updated:		
Key indicator 1: 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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Employ a sports apprentice who will work with the children during lunchtimes to ensure an increased amount of daily physical activity.</p> <p>Apprentice to deliver 4 after school sport-based clubs every week.</p> <p>Apprentice to work alongside teaching staff to improve the quality of teaching and learning so that it is never less than good.</p> <p>Ensure there are sufficient resources to ensure curriculum and lunchtime physical activity is well planned and delivered by staff</p>	<p>Research and employ an apprentice for this role. Apprentice to set up and run these activities during lunchtime for as many children as possible. Training for Lunchtime supervisors may be necessary.</p> <p>Research games to play and purchase appropriate resources for lunchtime games. Produce rota of games for lunchtimes to increase participation in physical activity.</p> <p>Audit of school resources</p> <p>Identify range of sports clubs for both key stage 1 and 2.</p> <p>Audit of school resources to make sure school has the equipment to effectively teach the PE Curriculum.</p> <p>Curriculum map will ensure we are providing a broad and balanced program which meets the</p>	<p>£9, 600</p> <p>£400 for resources</p>	<ul style="list-style-type: none"> • Pupils are engaged in purposeful activities which provides an active playground with help from playground leaders. • Feedback from pupils and playground staff who enjoy an active and interactive playground. • Apprentice delivered 5 afterschool clubs per week, changing every term. • Additional clubs ran by teaching staff. • Pupil feedback from clubs demonstrated a high level of enjoyment. • Clubs at capacity with a total number of 140 children attending after school clubs per week. • New, additional curriculum activities such as Yoga & Team Building used for whole school improvement. • Noticeable improvement in pupils mental and physical health. • Adequate resources made for an 	<p>Apprentices are affordable way to support the teaching of PE.</p> <p>Promotion of lunchtime and after-school clubs so clubs are always full.</p> <p>Breakfast clubs encourage children to be more active and health conscious.</p> <p>A well-structured PE curriculum map means children are happier, healthier, and more successful through the physical.</p> <p>A high-quality curriculum will inspire all children to excel.</p> <p>Children to enhance their social and emotional wellbeing.</p> <p>Ensure Playground leaders have adequate training.</p>

MAT PE lead to design curriculum map.	requirements of the national curriculum.		<ul style="list-style-type: none"> effective lesson to also be taught. Physical breakfast club. Apprentice worked with selected children to develop fine/gross motor skills. This has led to improved classroom learning. 	Ensure children can have the opportunity to take part in swimming when safe to do so.
Additional top-up swimming for children who have not met National Curriculum standards.	Extra swimming sessions in curriculum time. Therefore, a greater proportion of children are leaving the school with greater confidence and ability.	£1, 540		Continue physical intervention groups.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage 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:
Children are fully aware of the value of physical activity and sport through effective teaching of PE and sport.	Feedback provided to children about PE and PA regularly.	No cost	<ul style="list-style-type: none"> School council participation in after-school club discussion has led to specific clubs wanted by pupils Pupil voice/feedback. School council questionnaire. Regular social media posts demonstrated broad range of competitions. Football, gymnastics, basketball, athletics, handball, tennis, cricket, girls' specific sports & virtual sports week. Celebration assemblies of sporting achievements which pupils and staff look forward to the positive and community feel every week. Tokyo Olympic Workshop helped celebrate the potential games and inspire children. 	Apprentice will support teaching staff to improve the delivery of PE lessons so that teaching is improved.
Increased participation in competition at all levels raises profile of sport and PE. School achievements are celebrated by school.	Celebrate attendance and achievement at local sports competitions.	No cost		Liaise with local secondary schools to ensure talent is not overlooked.
	Sporting achievements are celebrated on website and to the local community.			Sports Leaders will be given the opportunity to come up with their own games, based on needs.
				Healthy living/Healthy eating workshops for pupils/parents.
				Olympic Workshop to continue 20/21.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage 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>Apprentice to work alongside teaching staff to enhance and develop the quality of teaching and learning so that it is never less than good & purchase of new PE Scheme.</p> <p>MAT PE lead to support apprentices in the school. To ensure apprentice has up to date and high-quality knowledge.</p> <p>MAT PE lead to model lessons for staff and observe lessons to build personalised support for teaching staff.</p> <p>CPD for staff provided via the local sports partnership. To increase and improve staff pedagogy.</p>	<p>Clear support provided to staff to ensure more consistent delivery.</p> <p>Regular support meetings from MAT lead for our sporting apprentices.</p> <p>Staff to attend relevant training specific to national curriculum expectations.</p>	<p>£500</p> <p>£8500</p> <p>£300</p>	<ul style="list-style-type: none"> • Staff audit demonstrated gaps in subject knowledge and pedagogy. This was developed through the year. • Staff feedback showed an increase in knowledge and confidence. Staff feedback confirmed pupil's attitude towards learning improved. • Lesson observations post-support ensured consistent delivery. • Staff inset – PE Scheme. • Increase in staff knowledge & confidence when teaching PE with a focus on NQT's and new staff. • Bespoke training in certain areas of PE has led to those agreed areas of development are improved and maintained. • Apprentice opportunity to shadow PE Lead. • Opportunities for apprentice to visit other schools in trust. • External CPD in specialist areas such as dance, gymnastics, games, and PE Pedagogy from Newman University. 	<p>This will lead to sustainability as all staff will be supported to being confident in delivering PE and sport within and outside curriculum.</p> <p>Ensure apprentices can develop and support teaching by having an induction period with MAT PE Lead.</p> <p>Improved teaching and learning leads to decreased financial input in this area.</p> <p>Staff will be more confident teaching specialist areas of PE</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage 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>Participation in local sporting competitions will ensure participation in a wide range of sports. Lunchtime and after school clubs will also look at the variation of sporting opportunities.</p> <p>Opportunities to be visit and be visited by local professional sports clubs.</p> <p>Range of intra-MAT sport activities with a variety of sports and year groups taking part.</p>	<p>Children to identify range of school activities they would like to be part of. As many of these suggested activities are provided via, lessons, lunchtimes, after school clubs and in local competitions.</p> <p>Inspire children to take part in sports they may never have done before. Pathways for exceeding pupils.</p>	<p>No cost</p> <p>£400</p>	<ul style="list-style-type: none"> • Photos/Videos on social media creates a community feel and provides local pathways with active links. • Visits, assemblies, and weekly sessions from Mosesley Rugby Club, Birmingham Lawn Tennis, Warwickshire Cricket & Aston Villa Foundation gave children the opportunity to experience sports and activities they normally would not have access to at a high level. • Observations of external support to assure good practice. • Intra-MAT Sporting Calendar. Range of sports and year groups supports the 'No Outsiders' approach in where children understand sport is for everyone. • Positive pupil/staff feedback. • Specialist after-school clubs such as Les Mills gave children an opportunity to experience something they have never tried before. • Girls only clubs ensured cultural etiquette and mass participation. 	<p>Pupils to be continually signposted to external/local clubs</p> <p>Create stronger links with more clubs and organisations & track engagement.</p> <p>Intra-MAT opportunities provides all children the opportunity to attend sporting events.</p>

Key indicator 5: Increased participation in competitive sport				Percentage 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:
Increased participation in competition raises profile of sport and PE. School achievements are celebrated by school.	<p>Enrolment into Central School Sports Partnership.</p> <p>Events organised across between local schools and across the MAT.</p> <p>Travel to other schools using partnership transport where appropriate.</p> <p>Membership to the Saltley Schools Football League both boys and girls.</p>	<p>£300</p> <p>£100 travel</p> <p>£50</p>	<ul style="list-style-type: none"> • Positive pupil/staff feedback. • Published outcomes and results on social media have increased from previous year. • Calendars of events. • Increased participation through register comparison. • More girls are keen to compete with noticeable difference in attitude. • Staff have commented on how well children are integrating with each other as a result. • Children have developed a confidence to participate where we now take A, B & C teams. • Non-competitive & SEND competitions catered for all abilities. • An introduction to personal challenges has enabled more children to take part competitively. 	<p>Local school partnerships are well established and will be available for years to come.</p> <p>Continue to provide range of competitions for all.</p> <p>Specific training for competitions to enable to be continually competitive.</p> <p>Use as tool to support behaviour.</p> <p>Increase Level 0 competitions in PE lessons.</p>
Total committed spend- £21, 690				

Meeting national curriculum requirements for swimming and water safety.	Current Cohort
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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	28%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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