

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

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Commissioned by



Department
for Education

Created by



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If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:£1, 540
Intent	Implementation	Impact		
Ensure more children can swim competently and confidently, using a range of different strokes and perform self-rescue.	Top up swimming lessons for those children who would not meet water safety requirements, that have been hampered by Covid.	Carry over funding allocated: £1, 540	Year groups that missed opportunities to experience swimming have been identified and continue to receive additional high quality swimming lessons.	



Parkfield Community School 2020 – 21



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:	
<p>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</p>				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 mentor who will work with the children during lunchtimes to ensure an increased amount of daily physical activity.</p> <p>Sports Mentor to deliver 5 after school sport-based clubs every week.</p> <p>Sports Mentor 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</p>	<p>Employ a Sport Mentor for this role. Sports Mentor 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 covid safe games to play and purchase appropriate resources for lunchtime games. Produce rota of games for lunchtimes to increase participation in physical activity.</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 and each bubble has suitable</p>	<p>£9, 600</p> <p>£1000 for resources</p>	<ul style="list-style-type: none"> • Sports Mentor increased opportunities for all pupils to be active throughout the week. • Sports Mentor delivered daily breakfast and after school clubs for bubbles, plus additional opportunities for competitive sports and daily/active miles. EYFS, KS1 and KS2. At capacity. • Sports Mentor allows staff to feel supported in new 2-hour long lessons. • Children are more engaged in active playtime post-school closure. • Equipment is maintained to high standard and new equipment to teach PE curriculum. • Online PE Lessons and challenges for all Key Stages from Mentor and MAT PE Lead during closure of school/bubble. • PE Curriculum tailored to specific group needs. • Mentor identified children to 	<ul style="list-style-type: none"> • An increased range of sport clubs to be provided. • Pupil voice to collaborate with school to decide what clubs should be offered at lunch and after school. • New equipment used for curriculum and extra-curricular activities. • Children to continue to arrive in PE kit for full allocation of PE time slot. • Continue well structured PE Map to align with school and year group needs.

staff MAT PE lead to design curriculum map.	playground boxes. Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum.		improve fine/gross motor skills with improved classroom reports.	
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"> Pupil voice children know that they can seek ideas from each other and speak on behalf of their classmates regarding opportunities and equipment. PESSPA specific assemblies and social media posts highlighted children's achievements in school and the community. Personal challenges in PE lessons are being completed at home as a family. Parkfield Wellbeing Award (Bronze, Silver, Gold) with physical, social and emotional challenges. House board is visible to all children to see healthy competition as part of school life. Curriculum design allowed specific units to be taught to the year group needs. YST Gold Quality Mark. 	<ul style="list-style-type: none"> Use carry-over funding to support Play Leaders training. Pupil voice for Sport and PE to be embedded in School Council. Continue to promote PESSPA within school and out on social media. Develop a high-quality, inclusive curriculum and tailor towards school and children's needs. Road Map to be designed and PE vision to be communicated to all stakeholders. Continue secondary school relationship.
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		
PE achievements are celebrated half termly in line with school games values.	Sporting achievements are celebrated in school, on website and to the local community.			
Children to see long lasting impact of healthy competition and collaboration.	Purchase new House/PE board which will host space for all high-profile competitions, on display for whole school.	£400		

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>Sports Mentor 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 Sports Mentor 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 (£0 spent - £300 carried over)</p>	<ul style="list-style-type: none"> • Staff inset – PE Scheme. All staff fully aware how to use new scheme to effectively teach. • Subject knowledge audits completed by all teaching staff to highlight areas to improve confidence. • Ongoing mentoring for Sports Mentor via MAT PE Lead throughout the year to maintain skill level. • Opportunities for Sports Mentor to visit other schools in the trust to learn different skills. • Bespoke CPD for all teaching staff based on current research. Initially targeted at ECT's and new staff before reaching out to whole staff. • Pre-CPD identified areas of improvement. Collaborative CPD and Coaching from MAT PE Lead increased subject knowledge and confidence. Post-CPD support maintained levels of competence. • Sports Mentor took advantage of free CPD opportunities. • Children enjoy teacher-led PE, are keen to take part and have a desire to learn and improve. 	<ul style="list-style-type: none"> • MAT PE Lead CPD maintains the sustainability for all staff to be supported at being confident to deliver PE. • Ensure teachers and apprentices have access to model lessons. • Improved teaching results in happier children. • Seek external CPD with carried over funds 21/22 focused on swimming. • Continue close relationship with local universities.

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 online/at home sport activities with a variety of sports and year groups taking part with an increased focus on mental health and wellbeing post covid.</p> <p>Road 2 Tokyo Olympics workshop</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>Inspire children via Olympics. Address physical and mental health. Enrichment activities.</p>	<p>No cost</p> <p>£300 (£0 spent - £300 to be carried over)</p> <p>£400</p>	<ul style="list-style-type: none"> • KPI significantly impacted by COVID-19. • Increased opportunities to take part in social and emotional activities, not just physical. • Range of bubble specific after-school clubs chosen by pupil voice. • Children given the opportunity to interview Olympic Athlete – Galal Yafai. • Social Media engagement. • Visits from Moseley RFC, Aston Villa, Birmingham FC, LTA, Warwickshire Cricket club and Aspire gave all children opportunities to engage in activities led by professional athletes. • Smoothie Bike and Daily Mile as part of sports week enabled all children to be active whilst making informed choice when making smoothies. Daily mile now embedded in school life. • Workshop provided year groups with opportunities to experience Olympic sports such as Rowing, Archery and Boxing increasing friendship, respect, determination, inspiration, courage and equality. 	<ul style="list-style-type: none"> • Pupils are signposted to local/external clubs and trials. • More SEND specific activities for 21/22. • PE Lead to work with SENDCO on inclusion in PE consultation and CPD. • Use pupil voice and school council for effective use of KPI. • Continue to provide opportunities for all and these opportunities are at capacity. • Continue outstanding work with external providers and organisations. • MAT Sport Festivals 21/22. • Continue to offer specialist after school clubs.

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.	45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	29%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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