

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Barlborough Primary School Plan 2020 - 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>2 members of staff accessed CPD from the Royal Opera House dance curriculum. Resources were used to promote dance across the curriculum. Year 4 / Year 1 linked dance to supporting writing. The teachers worked alongside a lead teacher for x6 weeks and showcase dances were given to parents at the end of the unit.</p> <p>Competition & personal challenges were developed at lunchtime focus on learning game specific sports. Take up / numbers Kaye to be confirmed.</p> <p>All children across school had access to a days cultural workshop based around China. This was successfully linked to art across the curriculum to support the schools application for the arts mark.</p> <p>Weekly professional development for staff (termly rota) from specialists sports leader. (Bolsover package) Teachers CPD upskilled through team teaching with Specialist sports leaders. Coaches used to deliver high quality PE lessons.</p> <p>Real PE resource was subscribed too. Staff took part in one twilight session prior to lockdown whereby the scheme of work was introduced and the rationale behind the scheme was shared.</p> <p>Virtual home learning sports day / week in school was completed with photos shared on class dojo and story. Class bubbles had their own sports days in school.</p> <p>The school promoted the Active Derbyshire weekly games on class dojo. The school achieved to 19/20 school sports mark for recognition of the work done in school to promote Physical education prior to lockdown.</p>	<p>Timetabling of PE. Lessons will take place outside so equipment bags to be purchased to support the delivery of safe PE in bubbles. Covid 19 risk assessment to be presented to staff.</p> <p>REAL PE twilight training to be completed. Member of staff to support REAL PE development and teach / deliver sessions from REAL PE to support and encourage social distance in PE lessons. Assessment using REAL PE resource to be developed.</p> <p>Audit /update equipment in light of teaching PE in bubbles to support active playtimes, lunchtimes and PE sessions.</p> <p>Thermo plastic markings to be updated on playground to promote exercise / physical fitness activities on the playground. Netball court / supporting resources to be purchased to develop high five netball.</p> <p>Support Virtual competitions where necessary across the partnership.</p> <p>Develop the role of sports leaders within each class so as they can lead on activities with their class at lunchtimes.</p> <p>Where practically possible support virtual competitions in Autumn term. In development with Heritage cluster formulate a plan to reintroduce school competitions.</p>

Meeting national curriculum requirements for swimming and water safety.	
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.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	No

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: £ 17810		Date Updated: September 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 15 %
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?:	
Ensure children in Y6 have access to learn the life skill of riding a bike safely.	75% of year 6 children to achieve bike ability level 2.	£400			
PE will take place in class bubbles, with the necessity to reduce sharing/handling equipment. Kit bags purchased for each class to support active break and lunchtimes.	100% of children in every class to be physically active	£2280			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 22%
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?:	

<p>Active lunchtimes to have a positive impact on behaviour management</p>	<p>Continue to use a play leader to ensure lunchtimes are active and running smoothly. Lunchtimes fun and engaging so children are joining in causing less behaviour problems at lunchtimes. Set active targets for the children and review/monitor targets and achievements over the year. Celebrate successes at the end of the year. Target 0 incidents of poor lunchtime behaviour reported to SMT.</p>	<p>£2600</p>		
<p>Develop a central display of REAL PE in school using the Cogs and posters.</p>		<p>£1495 REAL PE</p>		
<p>REAL PE posters displayed in each classroom.</p>		<p>yearly</p>		
<p>PE notice board updated more frequently to celebrate successes and achievements.</p>		<p>subscription.</p>		
<p>Celebrations in classrooms – Celebrate physical nature and successes in curriculum. More inclusion of PE in “celebration assemblies” Include on class story, using dojo to share with parents.</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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:
CPD opportunities for all staff so that teaching is of high quality.	Weekly professional development for staff (termly rota) from specialists sports leader. (Bolsover package) Teachers CPD upskilled through team teaching with Specialist sports leaders.	£2100 Bolsover Gold offer		
	Coach used to deliver high quality Dance cpd; supporting CPD of HLTA's in upper KS2. Y6 children to participate in a dance showcase at x2 professional venues; winding wheel / EIS	£1170 (Dance Daze coach) £250 transport costs.		
Use Real PE resources to support a high quality, enriched curriculum to inspire and enthuse all children and that all staff are happy delivering it. Use a lead teacher to support the implementation of Real PE in the second half of AUT term / spring term	Staff to deliver / plan working alongside a lead teacher to implement one lesson in a unit of REAL PE.			
Release time for PE coordinator/ staff members to update on training/ support staff in developing	Training days to be confirmed in Sep 2020 with cluster dates. Focus to be developing /	£400 – HLTA cover		

assessment / lesson observations/ updating action plans and key documentation.	supporting PE with safe guidelines in school.			
				Percentage of total allocation:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				14%
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:
Additional achievements: Widen the choice of lunchtime/afterschool clubs through use of external providers to ensure that hard to reach children are engaged	Update active markings on the playground and outline netball court. Develop markings to promote activity at lunchtimes and in PE bubble activities.	£2500 thermal markings/ netball posts		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Increase the number of children participating in an inter school competition	Continue affiliating with Bolsover so that we can work with the SSCO and other schools in our cluster and continue to attend inter school competitions.	£2000 plus £2 per pupil (220? = £440)		

Total costing: £15365 (not included transport costs to festivals/ village hall hire / after school club provision)

(£2445 underspend for 2020 – 2021)

Signed off by	
Head Teacher:	Kerry Towndrow Birds
Date:	September 2020
Subject Leader:	Mr Steven Fidler
Date:	
Governor:	
Date:	