

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST



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.

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| Meeting national curriculum requirements for swimming and water safety. | |
| <p>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.</p> | <p>Year 6 were scheduled to go swimming in the Summer term in order to be able to report accurately on their swimming competency. With this in mind, swimming did not take place due to Covid-19.</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | |
| <p>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?</p> | <p>No</p> |

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: 2019/20 | | Total fund allocated: £ | | Date Updated: | |
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| <p>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</p> | | | | | Percentage of total allocation: |
| | | | | | 3.818% |
| 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?: | |
| To provide children with a variety of opportunities throughout the day, including: Mile a Day Immersive Dance Lunch Time Sports Club Year 5 Sports Leaders. | Timetable mile a day for each class to use the muga. Set up and use Immersive suite for dance sessions – supported by JF. Small Stars Sports Coaching to be in during lunch time sessions to engage the children in sport and keep them active during lunch. Provide 15, Year 5 children the opportunity to take part in the sport leadership award and then support their peers in engaging in sport during breaks and lunchtimes. To be delivered by Scott Wilcock. | | £600 | Mile a day completed by all children and feedback received from children. Positive feedback from staff regarding children's health and well-being. JF – set up immersive dance studio and it is used regularly throughout the week and during PE sessions. Small Stars Coaching in during all lunchtime sessions and children engaged in team games – this developed sportsmanship between peers and supported positive behaviour. This has helped support the key characteristics of PE. 30 children in total have completed the sports leadership award and are running small | |
| | | | | When appropriate Sports Leaders to continue to use their skills in playtime games. Immersive dance to be continued to be used in bubbles, when protocol allows. Small Star Sports coaching to continue to be used to develop social skills, sportsmanship and behaviour and build upon the key characteristics of learning. Highlight the key characteristics of PE to the children and ensure that they are referred to each PE lesson and during other lessons as and when appropriate. | |

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| | | | team games that they have developed themselves. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 16.93% |
| 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: |
| To improve engagement in extra-curricular sports clubs. | Monitor attendance Advertise clubs to all years Review boy/girl attendance | £2660 | Clubs were well attended in both KS1 and KS2. Clubs were attended by both boys and girls Children talk in a positive way about sport. (Full list of clubs and number of children are outlined in Key Indicator 4). | When measures allow more varied extra-curricular clubs for 20/21 – with more of the budget being allocated towards extra-curricular clubs. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 53.2% |
| 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: |
| To increase confidence, knowledge and skills of all staff in teaching PE and sport. | Teachers will observe and participate in lessons delivered by Small Stars Sports Coaches. CPD courses attended and shared between staff. Staff to seek advice from other members of staff including the PE co-ordinator and peer-support. Whole school training from Morecambe FC. | £850 £7510 | Children feel confident when attending sports competitions. They have a new kit, staff have been able to help the children develop the relevant and necessary skills. Staff enjoy teaching PE and are willing to teach a variety of skills and sports. They feel more confident in doing so and have a wider range of activities to help the children to achieve this. A progression of skills document was composed to help staff when they are planning their PE lessons. CPD (Some training was cancelled due to Covid-19): Karen – 15 th Oct – Trust, Trails and Challenge in the Outdoors door EYFS Natalie – 5 th Nov - Early Years 5 Fundamental Movement Skills for Under 5's Kim – 16 th Oct - Existing Lancashire PE Members Hannah – 9 th Jan – Primary FA Teacher Training Sarah F – 1 st Nov – Teaching Dance in Primary: Dance for all! | Email staff to see areas that they would like additional support with and provide the appropriate CPD support. 100% of staff felt that CPD support from Small Stars Coaching was useful in supporting them to develop their confidence and skills when teaching PE. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |

| | | | 17.5% | |
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| 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: To provide opportunities for children to engage in a variety of sports by different teachers and coaches. | Organise sports coaches to come into school for extra-curricular clubs and also to take PE lessons to support CPD for staff. Speak to staff about areas of expertise to run extra-curricular clubs for the children. | £250 £2500 | <p>Morecambe Football club supported with some extracurricular clubs: Keep Calm Club – Yoga (Autumn term) (Staff) All ages – 14 children – 7 boys, 7 girls, 3 SEN, 5 FSM</p> <p>Tag Rugby (Autumn 1) (Morecambe FC) KS2, 25 children, 12 boys, 13 girls, 12 SEN, 15 FSM, 1 BAME</p> <p>Multi Sports (Small Stars Coaching – Tom) Autumn 1 – KS1, 20 children, 8 Boys, 12 Girls, 2 SEN, 5 FSM</p> <p>Football (Autumn 1) (Staff) Year 3/4, 24 children, 21 Boys, 3 Girls, 6 SEN, 12 FSM, 2 BAME</p> <p>Autumn 2 Tag Rugby run by Morecambe Football Club (MFC) KS2, 20 children, 13 boys, 7 girls, 8 SEN, 1 BAME</p> <p>Autumn 2 Football (MFC) Year 3/4, 20 children, 18 boys, 2 girls, 5 SEN, 11 FSM, 2 BAME</p> <p>Autumn 2 Multi Sports (Small Stars Coaching – Tom) KS1, 19 children, 9 boys, 10 girls, 5 SEN, 6 FSM</p> <p>Spring 1 & 2 Netball (Staff) Year 5/6, 7 children, 2 boys, 5 girls, 1 SEN, 4 FSM, 1 BAME</p> <p>Spring 1 – Rugby, Liam Aspden KS1, 9 children, 2 boys, 7 girls, 4 SEN, 6 FSM, 1 BAME</p> <p>Spring 1 – Multi Sports Tom 15 children, 9 boys, 6 girls, 2 SEN, 9 FSM, 1 BAME</p> <p>Small Stars Coaching – Sports coach – Every lunchtime and 10 x 45 min lessons per week across the whole school.</p> | Continue to enhance the children’s PE education by providing a variety of sport opportunities that are available. Use Morecambe FC again (To be set up once our Covid-19 protocol allows for outside visitors to come into school). Complete a PE inventory to establish where we are missing equipment to deliver the curriculum effectively and provide the children with additional extra-curricular clubs. |

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| | | | <p>Swimming- Year ¼ from September until Lockdown.</p> <p>Borwick Hall – Outdoor Adventure Year 5 30 children, 11 SEN, 17 FSM, 6 BAME</p> <p>New PE equipment was also bought to support with the delivery of these extra-curricular clubs.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 1.905% |
| 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: |
| To achieve The School Games Mark | Track attendance of clubs Monitor competition participation Complete school health check Complete The School Games Mark application Participate in sporting competitions in our Lancaster and Heysham Sports Network. | £300 | Attendance tracked and evidence provided. Achieved The School Games Commitment Award (Updated award due to Covid-19 implications). School health check completed and vouchers received and to be used towards new equipment. Competitions attended: Tag Rugby – 16 th Oct 19 Year 5/6 – 3 boys, 7 girls, 4 SEN, 6 FSM Change 4 Life – 17 th Oct 19 Year ¾ - 4 boys, 4 girls, 2 SEN, 4 FSM Girls Football – 31 st Oct 19 Year 5/6 - 7 girls, 3 SEN, 1 BAME, 3 FSM Boys Football - 7 th Nov Year 5/6 – 10 boys, 1 SEN Boys Football – 16 th Jan and 21 st Jan Year 5/6 – 6 boys. Borwick Hall – Year 5 30 children, 11 SEN, 17 FSM, 6 BAME All other competitions were cancelled due to Covid-19. | To work towards achieving at least a Bronze award, with the hope of bettering ourselves with the possibility of achieving the Silver award as we provide more opportunities for the children. This will begin as restrictions are lifted and extra-curricular clubs are allowed to run along with sporting events. |

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| Signed off by | |
| Head Teacher: | S. Collingwood |
| Date: | 16/07/20 |
| Subject Leader: | H.H.Brooks (Hannah Brooks) |
| Date: | 16.7.20 |
| Governor: | David Law |
| Date: | 17 July 2020 |