

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

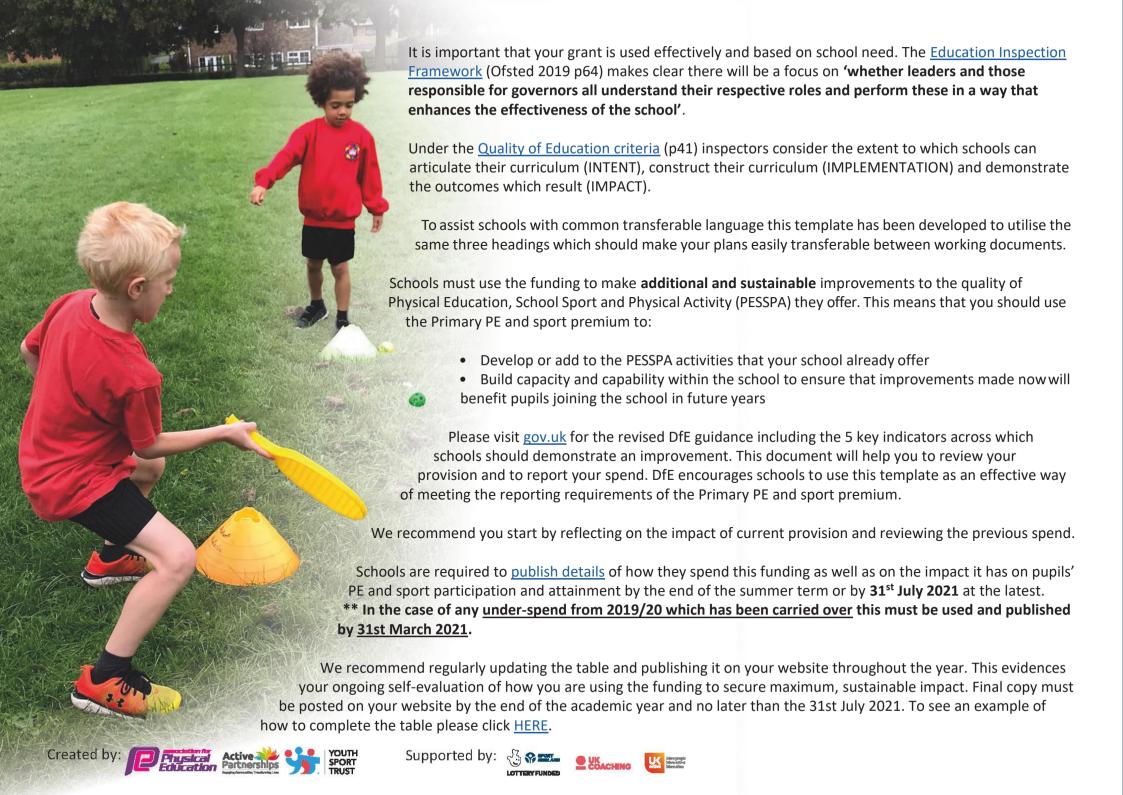


Department for Education

Created by







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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
The school enjoys a large participation in competitive events as part of the PE	Increased participation in competitive sport through greater enjoyment and
Partnership. The PE curriculum enables the children to practice, develop and apply their new skills prior to competition.	enthusiasm in the PE curriculum.
	Develop the sporting expertise of the staff through targeted CPD.
A balanced curriculum enables the children to access a variety of sports /	
activities that allows greater opportunities to develop self-confidence and physical wellbeing.	Train additional staff members in Forest Schools to widen the school offer.
	Ensure that Outdoor Learning continues and is incorporated throughout all year
Engagement with the School Games Partnership to work towards a bronze award (paused during March 20 due to Covid).	groups.
	Ensure that the planned afterschool club rolls out.
External coaches have engaged children in all year groups and provided an	
insight to specific sports.	Train in school staff to be confident to deliver QfT PE lessons independently of the PE coach.
Begun the teaching of Outdoor Learning through the school on site with a	
member of staff undertaking Forest Schools Training. An afterschool club is planned for 2020/21.	Gym Trail to become part of the school offer to support SEND pupils and those adversely affected by Covid 19.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you <u>must</u> complete the following section If NO, the following section is not applicable to you













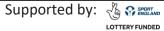
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £5253	Date Updated:4/11/20		
What Key indicator(s) are you going	What Key indicator(s) are you going to focus on? Indicators 1, 3 and 4			
				£5253
Intent	Impleme	ntation	Impact	
Your school focus should be clear how you want to impact on your pupils. A variety of new sports equipment to allow for PE to be provided in a Covid safe manner throughout the pandemic period. This will also provide resources for additional in school activities if the weather is too bad to hold the sessions outside. Resources will also be included to enable Gym Trail to be included for the first time to support and SEND children or those who have particular issues on returning to school post lockdown.	Make sure your actions to achieve are linked to your intentions: A variety of resources to be ordered to facilitate the teaching of PE in a Covid safe manner. These will include items such as pool noodles to be used for indoor drumming PE where all children can still take part in a variety of hand/eye co-ordination activities. Resources to be ordered for the teaching of Gym Trail.	Carry over funding allocated: £653	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: The teaching of PE will continue throughout the bad weather and include as many of the usual sports from the curriculum as permitted within the Covid guidelines. We will be able to adapt to teaching indoor Covid safe activities in the event of bad weather. Children will be supported to improve their fine motor skills and resilience while undertaking small, low threat tasks.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: New equipment will be retained in school to allow for enhanced teaching of the full curriculum in future years. Gym Trail can continue in school indefinitely to support SEND children as well as any other children who suffer long term Covid related difficulties as well as any other trauma related issues.
To extend the school playing field area to allow for a larger pitch and space for the daily mile be reinstated away from the road (the school currently	The school grass area needs to be extended to allow for a more suitable sized pitch and space for	Majority of cost for programme from school budget. £4500 to be allocated for field surface.	More space will be available for the children to have a more suitable sized pitch plus a large enough space to undertake the daily mile in all	The space will be a legacy for all future pupils to benefit from in the years ahead.













has 19% of the recommended	the daily mile to be held	weathers without ruining the	
space).	regularly, in all weathers,	surface due to the numbers	
	without ruining the	of laps required.	
	surface.		
	1		
	1		
	1		













Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	Unable to commence swimming due to closure of pool in current Covid situation.
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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













Action Plan and Budget Tracking

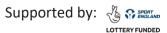
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £16190	Date Updated:4/11/20		
Key indicator 1: The engagement of primary school pupils undertake at least	Percentage of total allocation: %			
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:
All children to be actively taking exercise at break and lunchtimes.	Playleaders to organise zoned areas of the playground to allow for different activities in these areas to encourage all children to take part in a range of games. John Massey playground games to teach games, train MDA's and playleader roles. MDSA to support Playleaders daily on the playground.	Equipment £30 Badges John Massey £390 (Covid permitting) MDSA £4530	More children engaged in physical activity through games at breaktimes and lunchtimes.	Invite in again next year to review games and train new playleaders as well as refresh MDA's post Covid. MDA's to promote playleader roles and duties.
Bikeability sessions for upper KS2 to improve safety on the road and facilitate more children cycling to school.	Children with increased road safety skills and the drive to cycle to school more frequently.	£180	Road safety skills improved and more children cycling to school on a regular basis. Suspended last year due to Covid reestablish post Covid 2021.	What impact has this had – is there any further cycling training that we can deliver to other year groups.













All children to take part in a walk to school initiative from the local Community Hall to increase daily activity as well as safeguarding around the school location with regards to traffic and parking.	Children walking daily to and from the village Community hall to increase their daily activity. High vis jackets provided in 19/20 then made part of school uniform. Stickers to be used post Covid as	£50	Daily exercise for all children to increase.	Continue to promote.
· ·	incentive (school council agreed). Commence Gym Trail one afternoon a week to support SEND children and any child who is experiencing post Covid lockdown difficulties that can be supported by Gym Trail.		An alternative approach to support fine motor skills improvement as well as supporting children with post Covid issues that will benefit from Gym Trail.	Monitor impact and continue if beneficial.
Key indicator 2: The profile of PESSP	A being raised across the school as a t		·	Percentage of total allocation:
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:
The school will host a wellbeing and sports week in June 2020. The aim is to provide a wide range of sporting activities and wellbeing training to all. This will incorporate a Sports Day where parents are invited to celebrate and support the children's	children experience a variety of sporting activities and Wellbeing	paid for by private donation	Pupils will experience a range of sporting activities and wellbeing training from those they take part in with their buddy (Covid permitting) to sessions with outside agencies/visitors.	This can be built upon each year after reviewing of the previous year's successes.













To raise the profile of PE across the	Raise the profile of PE through a	£1308	Increased enjoyment and	Increased self-confidence and
school by employing an HLTA to	consistent approach and		excitement in PE. More children	resilience amongst children will
teach PE in KS2 as well as link lessons	inspirational quality first teaching		able to enter competitions as	lead to further involvement
and clubs to tuition required for	that links to competitions entered.		they have the required skills as	and a drive to improve the skills
sports in the school to school	This will result in increased self-		well as self-confidence and	of others through peer-to-peer
competitions in the two partnerships.	confidence and resilience that can		resilience.	sessions as well as
	be applied in other subjects.			development of play leader
				roles.
One Life Suffolk to deliver Healthy	Children to have an awareness of	Free	Increased awareness of a healthy	Increased ability to resist peer
Lifestyles to Y5/6.	healthy living and lifestyles to allow		lifestyle and the ability to make	pressure and to make informed
	them to make better choices as they		informed choices.	choices.
	grow up.			













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and s	port	Percentage of total allocation:
	,			%
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:
Training for HLTA's to become more confident in teaching PE across the school.	Training for HLTA's to deliver quality first PE lessons across the whole of the school.		Raising the standard of HLTA PE lessons and their confidence in teaching the subject.	HLTA's to continue from general training to subject specialisms to offer clubs in the future to all pupils.
Training for additional staff to deliver Forest Schools across the school to all pupils. This will ensure that we are able to fulfil the school offer from within the current permanent school staff.		Outdoor First Aid £150	Ensuring that Forest Schools is always available to children in the school and that all children are able to access the provision each year.	Training for support staff to further enhance the provision.
To extend the school playing field area to allow for a larger pitch and space for the daily mile be reinstated away from the road (the school currently has 19% of the recommended space).	_		More space will be available for the children to have a more suitable sized pitch plus a large enough space to undertake the daily mile in all weathers without ruining the surface due to the numbers of laps required.	The space will be a legacy for all future pupils to benefit from in the years ahead.













Key indicator 4: Broader experience	of a range of sports and activities off	ered to all pupils		Percentage of total allocation:
				%
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:
Children to have the opportunity to take part in a wider selection of sports and activities.	Employ a HLTA to deliver a range of taster style sessions through free after school clubs.	£855	range of sports through taster	Review sports offered, success of each set of sessions, parent view and pupil perceptions.
Children to have the opportunity to take part in active forest schools sessions with a qualified member of staff in a site away from the school grounds.	Employ a Forest Schools Leader to lead sessions in woodland located in the village. Sessions are to be made available to all children in the school with a focus on EYFS & KS1.		forest schools sessions to develop the wider PE curriculum and active	
Swimming sessions extended to include Year 5 children to develop swimming skills and enjoyment of swimming. (Covid permitting)	Year 5 to attend swimming lessons.		their swimming style and technique as well as a love of	Review to ensure that all children will achieve the required standard by the end of Year 6.











KS1 tennis and badminton for a half	opportunity for an after school	block x2 = £1170	skills, hand-eye co-ordination as	Review to decide on a change of sport or to continue to further develop these sports.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
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:
External competitions and tournaments available to all children through the PR Primary partnership and pyramid link with Hadleigh High School. (Covid permitting or within Covid safe guidelines.)	and record keep for the Sportsmark award.	High £400 Westbourne Academy	events outside of the usual school experience. These may include a competitive element against other local schools. (Covid permitting or within Covid safe guidance)	Select a wider range of events

Signed off by	
Head Teacher:	Debbie Jackson
Date:	6/11/20
Subject Leader:	Nick Kricka
Date:	6/11/20
Governor:	Deborah Bennett
Date:	13/11/20











