

Evidencing the impact of Primary PE and Sports Premium
2020/2021



Palace Wood
PRIMARY SCHOOL

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,597
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6822

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>Please see note above</p>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55%
<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>	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: £19,597		Date Updated: 6.6.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 45%
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:	
During lockdown we used virtual PE lessons. The mile Termly challenges Screen free activities during lockdown to get children physically active High quality PE lessons Active playgrounds Targeted Fitness Friends intervention to teach children active games	<ul style="list-style-type: none"> - Termly personal challenge set by PASS – this is aimed at competition and raising level of fitness and interest. Also aimed to encourage children to beat their personal best. - Virtual PE lessons and after school clubs run by PASS during lockdown. - PE coaches to deliver PE games training to children in 'Fitness Friends'. 	£	<ul style="list-style-type: none"> - Children have a healthy attitude to beating their personal best through termly challenges. Children are encouraged to practise at home to ensure they improve. - The mile increases pupil stamina and improves concentration in pupils. 'I take my children for the Mile and they come back fresh and ready to learn.' Year 4 teacher. 	<ul style="list-style-type: none"> - Increase profile of the mile. - Ensure staff send off the termly challenge data so children can receive certificates. - Increase active playgrounds when bubbles can mix again using PE leaders. - Use team teaching with PASS to maintain high quality PE teaching. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 30%
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:
Working alongside PASS Balance Ability KS1 Teaching a wide range of school sports and physical activity to all children. Fitness Friends Virtual after school clubs for children to attend from home.	PASS to teach virtually in and outside of school to ensure all children are accessing PE. PASS also delivered virtual after school clubs for children. Our PE overview had a broad range of skills to ensure children could access a range of skills.	£	Children know how to keep themselves active and healthy in many different ways thanks to our broad curriculum. PASS enabled children in and out of school to access many different clubs and lessons meaning children were more actively engaged. Children in KS1 gained skills to enable them to ride a bike and increased their balance and coordination skills.	To continue to use courses such as balance ability to enable children to gain key coordination skills. Continue to use a broad and balances PE curriculum. Have a wider range of after school clubs when safe to do so.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
Offer staff tailored CPD PASS training courses Team teaching with PASS	<ul style="list-style-type: none"> - Staff survey- asking staff to evaluate their confidence in teaching PE and what support they would like so we can offer further team teaching in the future. - Team teach with PASS staff 	£	Team teaching has helped increase staff members confidence in teaching PE- 'PASS have been a great support through their team teaching, they have given me many ideas on how	<ul style="list-style-type: none"> - Continue to use tailored CPD and team teaching.

	<p>to ensure that staff get support through a progression of lessons.</p> <ul style="list-style-type: none"> - CPD-staff members have been sent on with PASS. Staff are asked if they feel they need additional support in this sport and can be selected to go onto a training course. 		to teach different techniques clearly and competently to a range of abilities.'	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
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:
<p>Additional achievements:</p> <p>Children to complete different challenges at home.</p> <p>Children had the opportunity to take part in the PASS multi-skills event and the Team Theme Winter Olympics event.</p>	<ul style="list-style-type: none"> - Children took part in virtual events and in school events and had the opportunity to video different challenges and send them into us. 	£	<ul style="list-style-type: none"> - Children can challenge themselves in different ways and take part in different events. 	<ul style="list-style-type: none"> - When possible, take a range of children to different events.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<p>Children to compete in the Team Theme Virtual Winter Olympics challenge.</p> <p>Children to complete the PASS termly challenges.</p> <p>Children to complete the school 'Chatley Challenges' at home.</p> <p>Virtual sports hall athletics competition completed in school in year group bubbles.</p>	<ul style="list-style-type: none"> - Enter children into different events. - Post events virtually so children can take part <p>-Staff to send results virtually</p>	£	<ul style="list-style-type: none"> - Children know they can all take part in something that is wider than our school community. 	<ul style="list-style-type: none"> - Enter more virtual events - Take part in any events we can do in school in bubbles.

Signed off by	
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Date:	6.6.21
Governor:	Stuart Russell
Date:	6.6.21