

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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.

|  |                                   |                                    |               |                              |
|--|-----------------------------------|------------------------------------|---------------|------------------------------|
| <b>Academic Year: September 2020<br/>to March 2021</b> | <b>Total fund carried over: £</b> | <b>Date Updated:</b>               |               |                              |
| What Key indicator(s) are you going to focus on?       |                                   |                                    |               | Total Carry Over<br>Funding: |
| <b>Intent</b>  | <b>Implementation</b>             |                                    | <b>Impact</b> |                              |
|  |                                   | Carry over funding<br>allocated: £ |               |                              |



## Green Meadow Primary 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





|                                       |   |  |  |  |
|---------------------------------------|---|--|--|--|
| MAT PE lead to design curriculum map. | Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum. |  |  |  |
|---------------------------------------|---|--|--|--|

| 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 <b>impact on pupils</b> :  | 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"> <li>Pupil voice children know that they can seek ideas from each other and speak on behalf of their classmates regarding opportunities and equipment.</li> <li>PESSPA specific assemblies and social media posts highlighted children's achievements in school and the community.</li> <li>Personal challenges in PE lessons are being completed at home as a family. Green Meadow Wellbeing Award (Bronze, Silver, Gold) with physical, social and emotional challenges.</li> <li>House board is visible to all children to see healthy competition as part of school life.</li> <li>Curriculum design allowed specific units to be taught to the year group needs.</li> <li>School Games leaders made a noticeable improvement in pupils social and emotional development.</li> <li>YST Gold Quality Mark gained</li> </ul> | <ul style="list-style-type: none"> <li>Pupil voice for Sport and PE to be embedded in School Council.</li> <li>Continue to promote PESSPA within school and out on social media.</li> <li>Develop a high-quality, inclusive curriculum and tailor towards school and children's needs.</li> <li>Road Map to be redesigned and PE vision to be communicated to all stakeholders.</li> <li>Continue secondary school relationship.</li> </ul> |
| 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 &amp; 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>£100 (£0 spent)</p> | <ul style="list-style-type: none"> <li>• Staff inset – PE Scheme. All staff fully aware how to use new scheme to effectively teach.</li> <li>• Subject knowledge audits completed by all teaching staff to highlight areas to improve confidence.</li> <li>• Ongoing mentoring for Sports Mentor via MAT PE Lead throughout the year to maintain skill level.</li> <li>• Opportunities for Sports Mentor to visit other schools in the trust to learn different skills.</li> <li>• Bespoke CPD for all teaching staff based on current research. Initially targeted at ECT's and new staff before reaching out to whole staff.</li> <li>• 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.</li> <li>• Sports Mentor took advantage of free CPD opportunities.</li> <li>• Children enjoy teacher-led PE, are keen to take part and have a desire to learn and improve.</li> </ul> | <ul style="list-style-type: none"> <li>• MAT PE Lead CPD maintains the sustainability for all staff to be supported at being confident to deliver PE.</li> <li>• Ensure teachers and apprentices have access to model lessons.</li> <li>• Improved teaching results in happier children.</li> <li>• Seek external CPD with carried over funds 21/22.</li> </ul> |

| 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>Sign up to Sports Leaders</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>No cost</p> <p>No cost</p> <p>£99 (£0 spent)</p> | <ul style="list-style-type: none"> <li>• KPI significantly impacted by COVID-19.</li> <li>• Increased opportunities to take part in social and emotional activities, not just physical.</li> <li>• Range of bubble specific after-school clubs chosen by pupil voice.</li> <li>• Children given the opportunity to interview Olympic Athlete – Galal Yafai.</li> <li>• Social Media engagement.</li> <li>• Visits from LTA, Warwickshire Cricket club and Aspire gave all children opportunities to engage in activities led by professional athletes.</li> <li>• 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.</li> <li>• Successful Tokyo Olympic Arts bid.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils are signposted to local/external clubs and trials.</li> <li>• More SEND specific activities for 21/22.</li> <li>• PE Lead to work with SENDCO on inclusion in PE consultation and CPD.</li> <li>• Use pupil voice and school council for effective use of KPI.</li> <li>• Continue to provide opportunities for all and these opportunities are at capacity.</li> <li>• Continue outstanding work with external providers and organisations.</li> <li>• MAT Sport Festivals 21/22.</li> <li>• Use carry-over funding to support this innovative area more in 21/22.</li> </ul> |

| Key indicator 5: Increased participation in competitive 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>Increased participation in competition raises profile of sport and PE. School achievements are celebrated by school.</p> <p>Intra-bubble competitions.</p> | <p>Enrolment into Shenley School Sports Partnership.</p> <p>Events organised across between local schools and across the MAT.</p> <p>Travel to other schools using partnership transport where appropriate.</p> <p>Membership to the Harborne Schools Football League both boys and girls.</p> | <p>£100 (£0 spent)</p> | <ul style="list-style-type: none"> <li>• Increased Level 0 personal competitions within PE.</li> <li>• Increased social, emotional and physical 'Stay at Home' challenges online, at home.</li> <li>• Both competitions and challenges promoted on social media.</li> <li>• Engagement of all eligible children in Online School Games competitions.</li> <li>• Whole School Sports Day</li> <li>• Intra-School Football competition based on Euro 2020 for KS2. Increased positive relationships.</li> <li>• Increased Active Mile exposure to aid mental health when schools reopened.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue with School Games 21/22 local partnership.</li> <li>• Continue to provide competition for all.</li> <li>• Increase specific training for competitions.</li> <li>• Ensure calendar of MAT events to be completed and represented.</li> <li>• MAT Sport Festivals 21/22.</li> </ul> |
| Total committed spend- £19, 600   |  |                        |   |   |



| Meeting national curriculum requirements for swimming and water safety.  | Year 6 Data    |
|--|----------------|
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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> | 54%            |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>   | 53%            |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | 37%            |
| <p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | Yes/ <b>No</b> |