**Evidencing the Impact of Primary PE and Sport Premium 2019/ 2020**

The Primary PE and Sport Premium is a ring-fenced fund to make additional and sustainable improvements in the quality of PE and Sport offered by schools. This means the fund should:

* develop an or add to the PE and sport activities that a school already offers
* build capacity and capability within the school to ensure improvements made now will benefit pupils joining the school in future years.

The national vision is for:

**“All pupils leaving primary school (to be) physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”**

In this academic year **2019/ 2020**, we will/ have received **£18,340.00** + carried forward £2000.00

This report was updated in **July 2020**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| **Key achievements to date:**  | **Areas for further improvement and baseline evidence of need:** |
| - PE lead created a new PE Scheme of Work for Y1 to Y6 and delivered CPD training to staff- achieved the Bronze School Games Award for 2018/19 and 2019/20- new playground trim trail installed to improve children’s activity levels at break and lunch time- eight members of staff received specific PE CPD in curriculum games or gymnastic lessons- ‘Red Mile’ regularly used by all classes- PE lead/ HT attended the North East PE Conference (Jan 2020)- EYFS staff received support in planning PE activities in 5 week support program- whole school experience days delivered – yoga/ skipping/ judo- selected Y5/4 children and one TA received training on how to deliver small games on the playground through ‘Playground Starz’ program.- one Y6 child represented the school at the Tees Valley cross country finals (Aut 2019)- PE Apprentice successfully completed their first year with the school/ college course- held two School Games Days – one for KS1 and one for KS2 (July 2019)- held first PE Awards assembly (June 2019)- participated in a personal challenge event – Virtual School Run (Spr 2019)- introduced new sport to Year 4 – golf- participated in 8 Level 2 competitions- 4 members of staff received in lesson CPD- four medals won at the Year5/6 athletics event (June 2019Gold – Y5 600m/ Y5 Long JumpSilver – Y5 55m hurdlesBronze – Y6 600m | - develop a clear/ simple tracking system to ensure all children have the opportunity within KS2 to participate in a Level 2 (inter) competitions/ festivals- achieve more objectives in line with the Silver School Games Award eg send 2 ‘B’ teams to competitions/ create a School Sport Crew- continue staff CPD in gymnastics/ games/ dance- enter Boys’ football league and set up specific after school football training club- monitor delivery of new PE Scheme of Work from Y1 to Y6introduce Move Max resources for EYFS- monitor assessment tool/ format- recognise sporting achievements at annual PE Award ceremony and half termly awards linked to School Games Values- inform parents of sporting events/ achievements every half term- create blogs to place of School Games website- make Personal Challenge more prominent on notice board and ensure every class completes one challenge throughout the year- complete more intra-sporting events- continue develop EYFS PE curriculum/ activities- monitor / observe teachers in PE who had specific CPD training in games/ gym in previous academic year |

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| **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below\*:** |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 32% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 68% (front/ back crawl)26% (front/back crawl & breast stroke) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 39% |
| 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 |
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**Please note**

Last Y6 swimming session was 16th March, 2020. Not all expected lessons were delivered to Y6 children and only 50%

of the cohort had an initial assessment. Final Y6 assessments were due in May 2020.

**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 students today and for the future.

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| **Academic Year: 2019 to 2020** | **Total fund allocated:** £18,540.00 | **Date Updated: July 2020** |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | Percentage of total allocation: |
| 72% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 1) Maximize engagement and activity by all pupils at playtime, lunch time and after school (60 Active mins of which 30 mins completed within the school day)2) Maximise engagement of ‘less active’ children identified in Year 3 and 4(‘Less active’ – those children not actively involved in sporting activities outside of school)3) Improve quality of PE lessons so children sustain activity levels for more sustained periods of time4) Encourage staff to include more active lessons/ parts of lessons within the classroom | a) Broaden range of activities offered/ delivered at playtime and lunch timeeg netball shooting hoop/ different ball games/ skipping/ invasion game activities/ bat n ball activities/ hand-eye coordination activities/ trim trail/ outside gym equipmentb) Purchase new playground play equipmentc) Specialist Coaching staff to deliver after school clubsBoys’ Games – Y4/5Girls Games – Y5/6 Aut (Spr Y4/5)Boys’ Football – Y5/6d) PE Apprentice/ TA to deliver weekly Fitness Fun ClubAut 1 to Spr 1 – Year 3Spr 2 to Sum 2 – Year 4(changed to Aut – Y3VWSpr – Y4MTSum – Y34SB)Deliver after school ‘Fitness Fun’ Club for an hour per week. Facilitated by HLTA or TA/ PE ApprenticeAut 1 to Spr 1 – Year 3Spr 2 to Sum 2 – Year 4a) PE Apprentice to work alongside Class Teachers in afternoon pm sessions – provide small group support/ deliver group warm up and activitiesb) PE Specialist coaches to deliver (active) lessons alongside the teacherAutumn 2 - Gymnastics5 weeks x 1 hour per class (VM/ SB)Spring 1 - Dance5 weeks x 1 hour per class (TH/ WC)Spring 2 – Net/wall Games5 weeks x 1 hour per class (AW/ TL?)(only 3 out of 5 sessions delivered due to school closure/ Covid-19 pandemic)c) PE specialist coaches to deliver lessons two afternoons per weekMonday – Year 2 (TH/LJ)Friday -Year 3 + some Y4 (VM/ SB)All staff to complete a Heat Map. Identify 1 or 2 areas where activity within the classroom can be increased. | Free£1000£2160@ £60 per week x 36£6500Refer to Key Indicator 1 Point 1dRefer to Key Indicator 1 Point 1dPE SLAStandard Level @ £3385Alternative funding streamSupply costs for MT to monitor | MT introduced a ‘Playground Games’ booklet for staff to use when on the yard at playtime and lunch time. Games included in booklet took into consideration the new safety measure introduced as a result of the Covid-19 outbreak. Some feedback has been given to MT on how nice and easy to play the games are.Playground equipment regularly used (incl mobile equipment and fixed playground equipment) and purchased incl new balls/ skipping ropes/ bat and balls/ skipping elastics/ hoops.MUGA time regularly used at dinner time for ball games. Year 5 /6 footballing children especially enjoy time in the MUGA. Requests have been made for younger children/ girls only to access the space.After School Sporting Clubs (KS2)- four clubs ran throughout the year (until 20th March, 2020)- 59% of children attended (96 club places regularly attended). This figure is higher than last year and has increased by 15%.Boys’ Games – Y4/5 = 17 chnGirls Games – Aut Y5/6 = 19 chn, Spr Y4/5 = 19 chnBoys’ Football – Y5/6 = 16 chnFitness Fun (Y3/4) was offered to all children in the Y3/4 classes with a total of 26 children attending regularly. MT felt all children in Y3/4 should be offered opportunity to attend as these year groups have been identified in research as being some of the least active in primary schools. Clubs on ran until 17th March due to Covid outbreak so 1 class was unable to have the opportunity to attendAut – Y3VM and Spr PE lead has designed and written new PE Scheme of Work which includes- Y1 to Y6 long term plan- Y1 to Y6 skills progression grids- 6 x Medium Terms plans for each year group- short term (lesson plans) for each term/ year group- assessment tracking grids for each PE unit/ year group PE Scheme of Work CPD delivered to teachers and PE Apprentice June / July 2020Specialist coaches delivered in Aut 1 and Spr 1 and Spr 2 (up until 17th March)Staff provided with planning/ ideas to develop their subject knowledge of practical PE. - Net/wall CPD was cut short due to school closure/ Covid-19 outbreakStaff reported that the CPD was very helpful and felt more confident with PE skills to teach.Specialist coaches delivered PE activities for four classes. Introduced different styles of teaching and different activities.Not completed due to school closure/ Covid-19 pandemic | Monitor staff on the yard to ensure ‘Playground Games’ booklet is being used safely in their bubbles. Encourage / introduce children who received Playground Starz training to lead some small activities in their own bubbles with apprentice support – ensuring new safety procedures are adhered to.Continue to offer sporting clubs on four days after school (when it is safe to do so in light of current pandemic restrictions). Use both specialist coaches/ school staff incl PE apprenticePE lead to assess which classes/ year groups/ children need to be focused on to encourage children to be more active and set up Fitness Fun club for Aut/ Spr/ Sum (club start dependent on when it is safe in schools to run a club).PE lead to set up monitoring timetable to ensure high quality PE being delivered.PE Apprentice to continue to work alongside and support class teachers and specialist coaches. PE Apprentice to work every week with PE lead to support/ deliver small group activities – to aid subject knowledge and provide in school CPD for apprentice.Opportunities for PE Apprentice to plan for and lead more activities next year need to be timetabled.Continue to use specialist coaches but to allow school staff opportunities to observe lessons to develop PE skills knowledge how to manage children within a PE lesson.Perhaps look at specialist coaches working with more classes/ year groups.Look at alternating classes who receive specialist coaches in curriculum time so more children get a chance to experience different sporting activities. These coaches are used in addition to curriculum time taught by school staff.To encourage a more active curriculum look again at Heat Mapping. This will have to be looked at a later point in the year when Covid-19 restrictions are eased more as these activities rely on children being active within a more confined space. |

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| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 1% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 1) Celebrate school/ pupil sporting successes both within school and community activities2) Set up SSC (School Sport Crew)/ PE Curriculum Team3) Hold KS2 and KS1 School Games Day (Summer 2020) | a) Hold annual PE Awards Assemblyb) PE Leader/ PE Apprentice/ other staff/ SSC or other pupils to write reports about sporting events attended to be published on school newsletter/ school notice board. PE notice board/ school websitec) Blog events from above on School Games Website (PE Apprentice/ PE Leader/ SSC)d) PE Leader/ HT/ Chair of Gov to contact local press where appropriatea) Set up Y5/6 SSC – A Raw to supportb) Set up PE Curriculum Team (2 chn from Year 1 to 6). Schedule regular meetings to evaluate sporting activities and suggest improvements.With SSC or PE Curriculum Team plan and deliver two afternoons and sporting activities linked to School Games Day. Include specialist coaches to deliver activities. | Medal costRefer to Key Indicator 1 Point 1dSupply cost to cover MTSporting Futures 4 hours x £30 = £120 | a) PE Awards not held due to school closure/ Covid-19 pandemic.Reports regularly written for the website and school newsletter and more parents/ governors are aware of the sporting activities/ achievements of the school.MT has had meetings about PE and Sport within Firthmoor with School Governor linked with PE (Jan 2020)a) Not set up SSC due to school closure/ Coivd-19 pandemic.PE Curriculum Team set up and MT has had 3 meetings with team. The team led the task to collect Aldi stickers, resulting in two free sport bags filled with equipment being won. Not set up SSC due to school closure/ Coivd-19 pandemic. | Plan to hold PE Awards in Summer term 2021Designate PE Apprentice task to ensure reports for website and newsletter are blogged onto School Games/ Darlington SSP web siteContinue to informs governors of PE activities so that they can also celebrate our success within the community.Continue to meet regularly with PE Curriculum Team and also include PE Apprentice in team meetings. Introduce new members as a Y6 and Y3 child have left the school now. Look out for more ways to promote PE within the community and allow team to plan Personal Challenge activities with PE Apprentice.Run this event in Summer 2021 |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 7% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| 1) Update and increase subject knowledge of staff2) Upskilled staff knowledge and improve quality of delivery of PE lessons3) Monitor PE activities and lessons | a) Introduce PE Handbook to staff. Handbook includes:\*PE yearly overview/ PE objectives for each year group/ long term plans/ medium term plans/ lesson plans for each unit/ resource list/ assessment focus sheetsb) PE Leader to attend half termly meetings with the School Games Organiser for Darlingtonc) PE Apprentice to attend college once a week as part of apprenticeship coursed) update staff on upcoming CPD opportunitiese) EYFS support from ED/ SG looking at curriculum for Early Years and how to develop fine and gross motor skills in and out of classSporting Coaches to delivers PE lessons alongside teachers/ PE ApprenticeAutumn 2 - Gymnastics5 weeks x 1 hr per class (VM/ SB)Spring 1 - Dance5 weeks x 1 hr per class (TH/ WC)Spring 2 – Net/wall Games5 weeks x 1 hr per class (AW/ TL?)(only 3 out of 5 sessions delivered due to school closure/ Covid-19 pandemic)a) MT to monitor teachers who received in class CPD in 2018 to 19Gymnastics – LJ/LTInvasion Games – DM/AWb) MT/ Head to monitor completion of Red Milec) Evaluate PE Handbook (end of year) | No cost as completed during Covid-19 lockdown/ school closureincluded in PE SLA (£3385)Refer to Key Indicator 1 Point 1dcost as per eventIncluded in PE SLA (£3385)Included in PE SLA (£3385)Supply cost | MT has written a PE Scheme of Work for the school (Y1 to Y6). Included in the SoW are: a long term overview for the whole school, six medium terms plans for every year group (half term activity block), short term lesson plans for every year group unit, a set of resources for each year group linked to their PE units and assessment grids for every year group unit.PE Leader attended half the meetings but was unable to attend some due to other school commitments and school closure/ Coivd-19 pandemic.PE Apprentice attended college days and has completed his portfolio for the year.EYFS staff received training and are now working on how to deliver successfully with their classes.MT/ AD attended North East PE Conference. From this a greater understanding of high quality PE and how to keep children active was gained. Initial links to a local primary school made on how to develop sporting opportunities between the school begun.Not completed due to school closure/ Covid-19 lockdown and school restrictions in Spring 2 and Summer terms.MT/ HT has observed more classes using the ‘Red Mile’A new PE Scheme of Work has been written to provide staff with quality medium term/ lessons plans to ensure high quality PE is delivered by all staff. | MT to monitor how lessons are being delivered to ensure they are high quality. MT to monitor lessons taught through observations. MT to monitor assessment grids are always completed at the end of each unit taught.To enhance EYFS training, MT has ordered Move Max resources to help staff deliver PE/ Sport activities in the EYFS. Continue to monitor/ meet with EY staff to assess how resources are used and ways to deliver high quality sessions.MT to continue to monitor training opportunities available.MT has planned a monitoring timetable to observed teachers who received PE CPD this year to ensure high quality PE lessons are being taught.As part of next years SLA – there is planned to have 10 staff receive CPD / support with either dance or gym at some point in 2020/ 2021 academic year.MT will ensure that PE Apprentice continues to support and work with staff (school staff and specialist coaches) to develop how to teach high quality PE. MT to plan timetable for apprentice and act as role model throughout the year.A planned monitoring timetable have been set up for 2020/ 2021 and will be completed when Covid-19 restrictions allow.‘Red Mile’ needs to be continued to be monitored so that classes use at least 3 times per week and the activity level is sustained, ensuring children’s heart rate and breathing rate increases. |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 10% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| 1) Provide opportunities for children to engage in a wide variety of sporting activities and to try and experience new sporting activities2) Continue to provide sporting opportunities for children identified as ‘less active’ and girls throughout the day and after school | a) Organise and deliver whole school ‘taster’ days \*Skipping\*Hula hooping\*Primary yoga\*Judob) Organise and deliver taster session to specific year groups (tbc)\*fencing (Streetswords)\*archery (Inclusive Archery)c) specialist coaches to deliver after school ‘Games’ club (see Key Indicator1 for details)d) promote sporting activities/ clubs found within the communityDeliver weekly Fitness Fun Club- opportunity for children to access ‘Go Noodle’ activities throughout the day. Focus of activities can range from relaxing to guided dances to fine motor skill activities to call and response activitiesYear 3 – Autumn 1 to Spring 1Tear 4 – Spring 2 to Summer 2(changed to Aut – Y3VWSpr – Y4MTSum – Y34SB) | as part of PE SLA (£3385)prices tbcprices tbcsee Key Indicator 1 point 1c FreePE Apprentice/ TA | a) Taster days organised. Both children and staff enjoyed. Evidence on school website and in newsletter. b) Not completed due to school closure/ Coivd-19 pandemic. Planned for Summer Term.c) 50 children from Year 4/5/6 took up the opportunity to take part in after school ‘Games’ club. Children were enthusiastic and enjoyed having chance to try new games/ sports.d) ‘Go Noodle’ activities accessed more and proves very popular especially in the EYFS/ Y1 classes.Fitness Fun club accessed by 25 children from two Year 3 or 4 classes. Due to school closure/ Coivd-19 pandemic, third class did not get chance to try. Children happy to take part and enjoyed the mini games played. | Continue to offer taster days to encourage children to experience wider range of sporting activities. Use fund to accomplish this next year.In Fitness Fun, PE Apprentice to take more of a lead as part of their course and also to bring in more activities looking at how to lead a healthy lifestyle and about choices children can make. Continue to focus on Year 3 and 4 children to encourage more active lifestyles. |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 10% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| 1) Increase competitive sporting opportunities in school and within the town | a) Organise intra sporting activities/ competitions within the school (year groups/ classes)b) Class teachers/ parent helpers/ specialist coaches/ PE Apprentice to train children for specific sporting eventsc) Create a whole school tracking system to collate what sporting activities children/ classes have participated ind) Release staff to accompany children to sporting events across the town/ area (L2/3 events)e) Provide transport to all sporting events/ competitionsf) PE Leader/ PE Apprentice/ specialist coaches to deliver School Games Day/ Sports Day for KS1 and KS2g) Enter a minimum of 2 ‘B’ teams in L2 events.h) Attend sporting events held at feeder secondary schools | FreeSupply cost£700 for the yearSporting Futures 4 hours x £30 = £120 | a) TAG rugby/ cross country/ football completed in some year groups.b) This year we had a parent helper coach the Y5/6 Boys’ football team. This is the first time we have done this. Worked well as parent has specific sport knowledge.c) tracker began but need to find a system that makes recording easier/ less time consuming.f) Unable to deliver KS1 and KS2 School Games days due to school closure/ Covid-10 pandemic.g) entered 1 ‘B’ team in Y5/6 TAG Rugby. Unable to enter further teams K due to school closure/ Covid-10 pandemic.h) Selected children from Y5/6 had the opportunity to visit local secondary school to take part in sporting afternoons. Inactive children / children who find sport difficult were given higher priority. | Include more of intra sport activities (L1 events) but need to be mindful how these can be completed due to restrictions from Covid-19 pandemic. Use ideas form Darlington SSP how to deliver these activities eg skills based activities that earns points and children from LKS2/ UKS2 compete against each other.Using events from Darlington SSP, plan opportunities for children to take part in competitions/ festivals and sport development sessions with children from other schools (L2 events) |