

## Evidencing the Impact of Primary PE and Sport Premium

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:



**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

### HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets

- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Annex 1 – Primary PE and Sport premium

Name of school: Sharps Copse Primary

Academic: KS1 & KS2

- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan? Yes
- Are your PE and sport premium spend and priorities included on your school website? Yes

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
<ul style="list-style-type: none"> <li>• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</li> </ul>	75%

<ul style="list-style-type: none"> <li>• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</li> </ul>	50 %
<ul style="list-style-type: none"> <li>• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</li> </ul>	50 %
<ul style="list-style-type: none"> <li>• 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?</li> </ul>	Yes

## SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2019 / 2020

**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>All children with suitable and matching PE kit.</p> <p>Entering extra- curricular competitions to represent the school. Competing within these.</p> <p>Extra curricular clubs before and after school.</p>	<p>Children felt 'part' of something. Represented school well when competing.</p> <p>Children now understand this is something we now strive for within.</p> <p>Children's focus levels within the classroom higher when attending before school clubs. Sport specific skills developed during after-school clubs.</p>	<p>Continuation of this annually, if necessary. Budget allows for this.</p> <p>Pupil engagement higher and their drive to part of the competing team stronger. Continue.</p> <p>Continuation of clubs – children's general health and wellbeing massively improved as a result of these.</p>

**SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

Academic Year: <b>2020/2021</b>		<b>Total fund allocated: £18,000</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding  <i>£18k</i>	Actual Funding  <i>April 21</i>	Evidence	Actual Impact (following Review) <b>on pupils</b> <i>April 21</i>	Sustainability/ Next Steps  <i>April 21</i>
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Attainment within classroom accelerated. Focus and general health improvements.	Key PE training and development for staff.	Allow time for planning, observations and staff CPD.		Confident teaching.	48% of lower KS2 attended before / after school clubs.  39% of upper KS2 attended before / after school clubs.	More teaching of PE across the school. All children receiving their 2 hours of weekly exercise.

<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Attainment within classroom accelerated. Focus and general health improvements.</p>	<p>School displays. PE kits for all children.</p> <p>Team sports kits for those representing outside of school.</p> <p>Quality of maintenance of PE equipment.</p>	<p>£4000</p>		<p>Teachers and children provided with relevant and quality equipment.</p>	<p>48% of lower KS2 attended before / after school clubs.</p> <p>39% of upper KS2 attended before / after school clubs.</p> <p>Daily mile increasing mental focus and physical wellbeing.</p>	<p>Continually promote sport and exercise internally. Year group competitions. Exposure to new sports and equipment.</p>
<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Children receiving purposeful, differentiated and sport specific PE lessons.</p>	<p>Staff training.</p>	<p>£2500</p>		<p>Lesson quality. Qualified staff in specific areas.</p>	<p>Data being collated</p>	<p>Teachers to deliver one of their own PE sessions weekly based on CPD?</p>
<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Numbers of children attending extra curricular clubs improving.</p>	<p>Staff training.</p> <p>Staff delivery of clubs.</p>	<p>£4500</p>		<p>3-5 clubs weekly for all KS2 (Covid).</p> <p>Updated register of all attendees.</p>	<p>48% of lower KS2 attended before / after school clubs.</p> <p>39% of upper KS2 attended before / after school clubs.</p>	<p>Reintroduce daily clubs on offer for all children (KS1 and KS2). Target children who've shown little interest to ensure maximum participation across the school.</p>



						All clubs relevant to exposure to specific sports within PE lessons.	Link to PE lessons and range of equipment.
5. increased participation in competitive sport	Children's personal desire to achieve and be part of the competitive teams. Exposure to competitions.	Entering of School Games.	£500 fee £400 travel		Increased uptake in sports clubs. Participation within competitive sporting competitions locally.	48% of lower KS2 attended before / after school clubs.  39% of upper KS2 attended before / after school clubs.	School games to hopefully restart. PE lessons based off these competitions with maximum amount of teams entered. Sharps team ethos.
6. Year 6 children leaving with the ability to swim a minimum of 25m	Safety. Confidence. Exposure.	Annual swimming lessons (post Covid).  Staff training	£2900  £1100			N/A - Covid	Waiting on swimming pools to reopen. Priority.



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Completed by (Josh Kennett – PE Lead): Sharps Copse Primary

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