

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

Longden CE Primary School and Nursery

Sports Programme Review 2020-21

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>As in previous years we had a plan in place to enable full participation in PE for all years in a range of different sports as well considering ways of encouraging physical activity outside of PE lessons on a daily basis.</p> <p>We also had a detailed plan for a full programme of both intra and inter school competitions. This included the setting up of a School Games Crew to deliver the intra school activities and for certain pupils to join the wider School Games leadership for Primary aged children in Shrewsbury. We ran some competitions in the autumn term and the Crew had been meeting regularly since October to facilitate these. We also attended those outside of school, in the summer term we were able to adapt some of these intra school competitions into the bubble set up with mini sports days. We also adapted to the new situation to take the opportunity to allow children to explore leadership skills within small groups in PE lessons.</p> <p>We had aimed to work harder on inclusion and making opportunities for SEND children and prior to Covid had already enabled participation in competitions both at school and in Shrewsbury. We had used some of our funds to purchase suitable equipment, for example Boccia and New Age Kurling.</p> <p>We had also created a new all-weather track with bark around the grass playground and this came into its own after Covid with all class bubbles spending a lot of time working outdoors and exercising out of doors as much as possible.</p> <p>In the autumn term a pair of wellies was purchased for every pupil in the school to enable access to the outdoors in all weathers for all children.</p> <p>We hired rowing machines for use by Key Stage 2 children and held competitions for all ages and abilities as part of our School Games</p>	<p>In order to ensure physical activity for all children we have identified a number of ways we can improve across the whole school day.</p> <p>This involves looking at what we do in curriculum time and during the break times and after school.</p> <p>Partly through addressing how the school day looks during Covid we have already begun to explore ways of ensuring this can happen and it will be important to embed some of these new ideas going forward. For example, developing and continuing to use outdoor space for lessons. This will require more training for use of resources for teachers and TAs to enable this to happen.</p> <p>Also, to develop our lunchtime activities through upskilling TA's and continuing to train children from different year groups in leadership skills. We had begun to do this through the Shrewsbury leadership programme with a whole summer programme planned which unfortunately had to be put on hold due to the pandemic. Having laid the framework for this it will be good to continue with ideas like these later in the year and into the next academic year.</p> <p>We currently use an excellent coaching company to assist in PE delivery alongside the PE lead and to add value to our sports programme after school.</p> <p>We are looking at ways to increase their contribution particularly targeting less active children and possible holiday provision.</p>

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Competition. We held an inter school competition at Longden and from this sent a team to the Indoor Rowing Championships in Manchester coming away with several medals!

We have a very good swimming programme for children from Year 2 onwards. We use some of our grant money to add value to this, increasing the number of time and number of children taking part. Now in its fourth year this has proved to be extremely effective in teaching children to swim as indicated later.

A lot of outdoor learning went on during the pandemic and became part and parcel of the curriculum. More resources were purchased based on a training course for Outdoor and Adventurous Activities attended by the PE lead.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

Meeting national curriculum requirements for swimming and water safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: £23,089.39		Date Updated: July 2021	
<p>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</p>					Percentage of total allocation: 29%
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?:	
All pupils have the expectation of being involved in physical activity throughout the school day with regular planned activities during both curriculum and break times as well as providing multiple opportunities during free play time.	<p>All-weather track installed, outdoor classroom and wild area used during curriculum hours.</p> <p>Wellies purchased for all children to ensure access to these areas at all times.</p> <p>PE lessons and school clubs to enable full participation for all children regardless of ability.</p>		£6,643.85	<p>Pupils at Longden have the expectation of being physically active from the moment they start school. What has changed over a period of years is the acquiring of fundamental skills required for confidence in sport and physical activity. Agility balance and coordination as well the enjoyment of using their bodies whether in taking part in sport or simply moving for its own enjoyment.</p> <p>An ethos such as we have achieved at Longden needs to be constantly reinforced and built upon. Complacency would be unforgiveable and we are always looking to improve, learn and evaluate what we do and how we could do better. More whole staff training and a commitment to SEND pupils in terms of improving their opportunities for physical exercise and participation in competitive sport.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
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:
Our intention as a school is for all children to increase their level of physical level of activity and enjoyment of outdoor spaces and participating in team sports and enjoying creative playtimes.	We have continued to make fantastic use of our bark running track and the children take part in maintaining this as part of their outdoor and adventurous activities. Young leaders work with staff to engage younger children at playtime and in intra school games events. There are further plans to increase outdoor activities with a new OOA club and to embed physical activity within the school lessons.	£3,897.88	Children have an expectation to be physically active every day, not just in PE lessons but throughout the school day. Staff have used the challenges of the pandemic to explore new creative ways of being physically active.	Some of the changes we have made are now embedded into school life and will continue. We are exploring training opportunities for ancillary staff to develop their PE and outdoor education skills.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
We would like all pupils to have the expectation of taking part in PE and Sport in a variety of different ways and includes cross curriculum work and playtimes, as well as lunchtime and after school clubs. This overlaps to some degree with Key Indicator 4.	<p>Due to the pandemic, it was harder to implement training for staff in this area in any formalised way.</p> <p>We had regular Teams meetings as a whole staff team in which shared best practice in delivering PE and Sport and under the circumstances enabling as much outdoor and active activity to be achieved as was possible. In this regard we were very successful. Prior to Covid we had begun the process of upskilling TAs in sports delivery both in school time and after school clubs. This is being progressed post covid with other new initiatives being considered and debated amongst the staff team.</p>	£2,993.41	Expected levels of achievement across the whole school in participating in PE and Sport and increased confidence. This hasn't changed a great deal as it is what we were already doing pre-pandemic. We did do away with changing for PE in the classroom during the pandemic which gave us more time which was most helpful and feedback from both teachers, TAs and children was very positive, so we intend to keep this new practice.	This is an area that is ripe for much development within our school. We intend to keep in place that which has been helpful and increased our staff team's confidence in delivering PE and Sport and are looking to train staff further through attending a variety of CPD courses in areas of sporting interest.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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>We were curtailed by Covid from offering as much as we do in a usual school year which would include lunchtime, after school clubs and opportunities to link with local sports clubs as well both in the curriculum and outside it.</p> <p>We took the opportunity to use the myriad of equipment in the PE shed, rotating through it each week so it wasn't being used by two classes in a row. We used the challenges provided by our SGO Denise LEE who helpfully provided challenges to do, for example in netball, archery and athletics. It was a chance to build on previous skills and knowledge acquired and children were encouraged to take the simple challenges and routines at home as well as they were designed to be used in a lockdown situation.</p>	It was very much a situation that evolved day to day, and week to week but there is no doubt that we probably exceeded own expectations of what could be done with all the limitations that were in place	£4,555.91	There were certainly lessons to be learned from living through the lockdown and the enforced class bubbles, particularly in terms of adapting and being as flexible as possible which we would hope to carry over in next year. We certainly were very mindful of what we were missing and would have a greater appreciation for all the range of sports and activities we had enjoyed before.	This key indicator has been a hallmark of our school for many years and is reflected in our achievements in being awarded a Platinum through the school games mark and one which we have put in place actions to ensure it both continues and develops to reflect different skills that our staff team and outside agencies to bring to enhance what we offer the children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
Despite the challenges of Covid we were able to adapt to the circumstances and apply what we would normally do in both intra and inter school settings into a more contained expression of a class bubble. Once we came back to school in the summer term, we looked at the sports and activities that we would normally take part in and each class would work on the skills needed and then a mini competition would take place. Through our school communication tool, we could then share pictures and reports to enable the children to feel part of a shared experience that involved competition. The sports we tried (or adapted, for younger children) were handball, netball, tag rugby, football, hockey, quick cricket, archery and different types of athletics challenges including throwing, jumping and cross country and sprinting races. We were able to run a full intra school sports day at the end of term, which sadly at the last minute had no parents attending but was live streamed.	In this unusual situation our actions were very much the driver, rather than the intentions, a broad plan was drawn up and on the whole we felt we delivered an extremely inspirational package to the school which was warmly received by both children and parents.	£4,998.35	Whilst the children undoubtedly missed out on a huge amount of competitive sport that we are usually involved in, and that was keenly felt, we were determined to keep practising those skills that we knew would be needed again when times changed and felt that in order to adapt back again it was necessary to think and talk about those elements we were missing. As well as the use of rewards and certificates to foster that part of competition that is very helpful to children's overall development, interestingly, we also used the opportunity to focus on team building in an OAA setting across all age groups and this has carried across in a brilliant way now that we can begin to think about competitive sport again.	Ensure motivation of young leaders within school, called the School Games Crew, to inspire and encourage all children in the school to enjoy competitive sport, creating a culture of taking part and enjoyment in both individual and team events. Celebrating the process through blogs and videos etc. Training for staff to facilitate participation and appreciation of the benefits to the whole school, including parents, to be part of the local sports scene.

Signed off by	
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Date:	July 2021
Subject Leader:	Julie Dean
Date:	July 2021
Governor:	Prof. Jim Monaghan
Date:	July 2021