

Evidencing the impact of the Primary PE and sport premium

Candleby Lane
Primary School
2020-21

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





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](https://www.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.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
	<p>Continued promotion of sport across the school internally and externally.</p> <p>Development of sporting competitions through the Trust.</p> <p>Increase the percentage of pupils involved in competitive sports.</p> <p>Increase the percentage of disadvantaged pupils accessing extra-curricular sport.</p> <p>Continue to develop Sports Leaders to enhance provisions at break and lunch times aimed at increasing participation across the school.</p> <p>Use of specialist coaches to up skill staff skills and knowledge (CPD).</p> <p>Develop healthy lifestyle choices.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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.

Academic Year: September 2020 to July 2021		Total fund carried over: £1500.00	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1625 (£125 from 20/21 funding)
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Re-focus children on to physical activity during lunch and play times.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Train lunchtime staff to be able to deliver active sessions for all children whilst maintaining Covid-19 protocols in School.</p> <p>Purchase lunch time sports and activity equipment for each bubble to ensure all children can be physically active during lunch and play times.</p> <p>Train Young Leaders from Y4 & Y5 to be able to support lunchtime activity from September 2021 when bubbles can hopefully mix.</p>	<p>Carry over funding allocated:</p> <p>£400</p> <p>£735</p> <p>£490</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Staff to monitor behaviour after lunch/break.</p> <p>Pupil voice to be conducted to ensure pupils are happier and more active.</p> <p>PE attainment data to be reviewed to ensure missing skills from lockdown have been caught up.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Equipment to be kept separate to PE equipment and available on-going. More equipment to be purchased for 2021/22 when bubbles can mix and more outdoor space can be utilised.</p> <p>New Y5 Children to be trained each year to join the Young Leader program. Current Y6 will be involved in this to ensure skills are passed on.</p>

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021.	35%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	12%
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 NB – Planned, but unable to do so due to Covid-19.

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: £20,620	Date Updated:	
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:
				40.7%
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:
Increase the range of activities available to children during lunch and play times to drive activity and improve behaviour.	Sports Coaches (with the support of Sports Leaders) to deliver break and lunch time clubs. This will be used to support the lunchtime staff and play leaders in being able to deliver this provision on-going.	£9620	Lunchtime behaviour has improved. New routines of split lunchtimes for specific classes and having equipment and structured games available has meant that behaviour has improved, and the majority of children are now active at lunch and play times.	Lunchtime staff and young leaders in place to continue this provision next year with support from sports coaches where needed.
Maintain physical activity through lockdown when outside activities for children are cancelled.	Sports Coaches to support key worker children in school to maintain fitness and activity levels through lockdowns. Virtual activities available for children being educated at home through lockdowns.		Children have confirmed that they enjoyed their active sessions through lockdown and that the program helped boost both their physical and mental health through that time. Teachers felt supported through lockdown by having external support to push physical activity. Teachers commented that having smaller numbers in school	Sports Coaches to remain in school to support school staff in extra-curricular activity as long as funding allows.

Created by:



Supported by:



			allowed them to spend more time observing PE/PA lessons and gaining important delivery knowledge.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Engage target groups of children in physical activity – to support mental health and well-being.	Support well-being and behaviour for target groups in Y6.	Inc in Coaching Costs (KI 1)	<p>Target groups in Y6 identified and support plans put in place, using PE as a platform to promote respect, team-work, confidence and personal success.</p> <p>Teachers confirmed pupil confidence has improved and behaviour for the whole cohort has been positively impacted from the provision.</p> <p>Key pupils have been supported more by the sports coach who has built strong relationships with them which will support their transition to KS3.</p>	After seeing the positive impact that PE can have on behaviour and mental well-being, key children have now been identified throughout school who will be supported with additional physical activity programs on-going.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37.6%
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:
Teachers to teach high quality lessons which teach progression of skills in a range of sports.	Annual Subscription for TLG-PE Platform 2020/21	£4,000	PE delivery to be moved more to class teachers to allow on-going sustainability.	Staff training due for September 2021 to ensure maximum impact from the TLG-PE system.
Improve the quality of teaching and learning in PE – Particular focus paid on skill progression through each year group.	Annual Subscription for TLG-PE Platform 2021/22 (Discounted as paid in advance)	£3750	New PE lead in place to drive standards.	All teachers to be teaching PE lessons in 2021/22 – PE lead and TLG-PE support staff to observe and train where needed.
			Progressive curriculum in place with key indicators and expectations from each year group.	
			Pupil attainment tracked through the system and shortfalls identified and acted upon.	
			Staff skills audit completed – Development areas identified and CPD for all staff planned accordingly.	
Develop New PE SL's to drive the subject forward	Identify new PE Lead(s) for 2021/22 Academic Year.			
	Supply SL Training to ensure maximum impact.	£850	Zoom training completed with SL & TLG-PE Ofsted consultant.	Smooth handover provision in place for any future SL changes. Existing SL(s) will be able to train any new leaders based on the training they have been given.
	<ul style="list-style-type: none"> Ofsted training Overview of Role training Expectations of a PE Lead – 		3 X half day CPD sessions for SL's delivered. Feedback from SL's is very confident moving into the	

Staff cover for SL(s) to be released to ensure sufficient training for the role	What you need to ensure happens. Supply cover for 4 X half day sessions.	£400	role and being able to push the provision forward across the whole school SL(s) able to access training and feel confident in the role on-going.	TLG-PE to ensure any updates required are delivered to SL's on-going.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

5.4%

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:
TBC if COVID-19 restrictions allow: Swimming Lessons for KS2 children.	Swimming lessons to be arranged for KS2 children as soon as COVID-19 restrictions allow. Year 6 will be the priority group. The rotations has previously seen swimming for Year 5 and 6 in Autumn, Year 3 in Spring and Year 4 in the Summer terms (although this is subject to change). There is the potential for additional catch-up sessions if required.	TBC	UNABLE TO DO SO DUE TO COVID RESTRICTIONS.	
TBC if COVID-19 restrictions allow: Ice skating – the Year 5 cohort will undertake a block of Ice skating lessons in order to offer a boarded experience of a range of sports.	During the Spring and Summer terms, all three Year 5 classes previously accessed Ice Skating lessons at the Ice Arena in Nottingham. Class Teachers and support staff to attend along with parent helpers, with transport	TBC	UNABLE TO DO SO DUE TO COVID RESTRICTIONS.	

	provided by school. Costs to be kept to a minimum.			
TBC if COVID-19 restrictions allow: KS1 and KS2 pupils to be provided with opportunities to experience a wider breath of sporting activities through trips or activities.	As COVID-19 restrictions allow, attendance of Year 2 and Year 6 at the Nottingham Tennis open, plus additional Sports Coaching opportunities such as Bikeability (cycling) throughout the year.	TBC – money to subsidise trips and ensure they are accessible to all.	UNABLE TO DO SO DUE TO COVID RESTRICTIONS.	
Purchase new equipment for PE lessons where needed to make sure curriculum can be delivered effectively.	Audit existing equipment. Purchase adapted equipment for disabled pupils to access PE. Purchase moveable netball posts. Generic KS1 equipment required after audit (beanbags, hoops, soft balls, scarf balls, quoits, cones, beach balls)	 £235 £255 £615	Audit completed and areas where new equipment needed. Indoor cricket and Boccia/bowls set purchased. External moveable netball posts to allow netball to be properly delivered in the curriculum purchased (previously using basketball posts and fixed netball posts) KS1 equipment purchased to ensure teachers have the required equipment to deliver the lessons available in the TLG-PE system. This will ensure we can properly teach key skills to all pupils in KS1 in line with the schools LO's and end of year/key stage expectations.	Purchase a ramp to allow chair users to play ball games more effectively. Audit equipment yearly and remove/replace equipment as needed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.7%
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:
Increase participation in competitive school sports throughout the year through inter school and intra school events.	Join the Rushcliffe Schools partnership for events. Virtual events are available if Covid-19 restrictions are still in place.	£770	Minimum impact due to Covid-19 restrictions throughout the year.	Review membership for 2021/22 and possibly decline. Review trust provision for 2021/22 and see if there is more opportunity for competitive sport through this channel.

Signed off by	
Head Teacher:	Caroline Armstrong
Date:	15.07.21
Subject Leader:	Stephen Lambert
Date:	08.07.21
Governor:	Neil Robison
Date:	15.07.21