

Evidencing the Impact of the Primary PE and Sport Premium

Punnetts Town Community Primary School 2019-2020



Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● 88% of pupils able to swim 25m, use a range of strokes and can perform safe rescue ● Development of teachers' skills in invasion games ● Higher profile for sport with in the school ● Growth in extra-curricular clubs ● Growth in participation at competition level ● CPD for subject specialist in evaluating provision 	<ul style="list-style-type: none"> ● Improve swimming attainment to 100% for Y6 pupils by July 2020 – all pupils need to have attained the basics in water safety, strokes and stamina for healthy lifestyle and wellbeing. ● Develop CPD further for staff in multi-cultural dance – this will broaden the basic offer that the school currently makes to all pupils and will strengthen the pupils' understanding of our rural school in 'modern' Britain. ● Develop teachers' skills further in multi-skills delivery – to promote the development of stamina, agility and strength in all pupils ● Develop active lessons e.g. PE and Maths skills – to develop physical activity in lessons other than PE and to use core skills in foundation subjects ● Develop physical activity for reluctant participants – to increase the activity levels of the majority of pupils, especially those in KS1 for early intervention and promotion of an active lifestyle ● Encourage more pupils to take a leadership role – to develop co-operation, responsibility and communication skills

This academic year, due to the COVID – 19 crisis there has been an under-spend of the allocated sports premium. This will be carried forward to the new academic year. The carry forward amount is £10,512.84

<p>Meeting national curriculum requirements for swimming and water safety.</p>	<p>Year 6 swimming lessons not undertaken due to COVID-19 crisis</p>
<p>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 2020.</p>	<p>80% This is based on lessons in Year 5. This is 8/10 pupils. Lessons for this cohort in Year 6 were cancelled due to COVID-19 crisis.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>80% This is based on lessons in Year 5. This is 8/10 pupils. Lessons for this cohort in Year 6 were cancelled due to COVID-19 crisis.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>80% This is based on lessons in Year 5. This is 8/10 pupils. Lessons for this cohort in Year 6 were cancelled due to COVID-19 crisis.</p>
<p>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?</p>	<p>Planned to be used this year but due to COVID-19 crisis provision was cancelled.</p>

Academic Year: 2019/20	Total fund allocated: £16,877	Date Updated: July 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation		Impact	16% spent to date
Know, do, learn, practice	Actions to achieve	Funding allocated:	Know, do, learnt, what has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop physical activity programmes for reluctant participants Increase the activity levels of the majority of pupils Promote an active lifestyle for those in KS1 	<p>Audit the use of the trim trail area Make improvements to engage all age groups Review safe use of equipment and improve as necessary</p> <p>Review healthy eating policy and provision at lunch times to fuel activity Review participation and positive attitude towards lunch time play</p> <p>Train staff member as forest school leader L3 to promote engagement outdoors during break times on the site Deliver forest school program to EYFS and KS1 in all weathers</p>	<p>£1350</p> <p>£393</p> <p>£920</p>	<p>Audit carried out and improvements made with acquisition of further outdoor gym equipment specifically designed to strengthen limbs and pitch strength against self and others. This has been very popular.</p> <p>COVID-19 has not allowed completion of this work. Will be developed and reviewed during term 1 and 2 2020.</p> <p>COVID-19 has not allowed completion of this work. Due to be completed by end of Term 2 2020</p>	<p>A further outcome audit will be carried out early next academic year.</p> <p>Focus will be:</p> <ul style="list-style-type: none"> Development of character, embracing challenge and problem solving, develop skills such as confidence, self-belief, dedication and resilience. Friendly sport participation will instil values and virtues such as friendship and fair play.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	1% spent to date
Know, do, learn, practice	Actions to achieve	Funding allocated:	Know, do, learnt, what has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop active core subject lessons e.g. Maths Use core skills in foundation subjects e.g. PE 	Order equipment to use from PE into other subjects e.g. stop watches, trundle wheels Plan lessons around equipment use and physical activity Evaluate the use of core skills used in PE, and PE skills as a basis for core learning	£267 £0	Pupils' engagement raised and behaviour improved when learning outdoors Pupils' understanding of time and distance improved Pupils' able to relate this to the importance in competitive sport Pupils' understanding of multi-cultural and inclusive Britain improved and understanding of 'same but different' in context.	Use best practice in school to share with others Evaluate which subjects lend themselves more naturally to this focus Create a board in shared area for all year groups to contribute to 'where's the PE in that?' Further focus on local sports personalities and members of school community who participate in sport.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	18% spent to date
Know, do, learn, practise	Actions to achieve	Funding allocated:	Know, do, learnt, what has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop CPD further for staff in multi-cultural dance i.e. African and Asian 	Audit pupils' understanding of the breadth of dance in Britain Locate dance artists to work with staff and pupils Create a dance unit on African dance and another on Asian dance Build into new curriculum planning Develop understanding of contemporary dance beyond musical theatre and pop-culture styles	£3000 allocated but not spent due to COVID-19	This work was not carried out due to COVID-19 crisis. Re-schedule for next academic year.	Dance - this money was not spent so will be re-booked for next academic year.
<ul style="list-style-type: none"> Develop teachers' skills further in multi-skills delivery Development units to promote stamina, agility and strength in all pupils 	Baseline pupils and staff in use of circuit style multi-skills approach Book coach to team teach with staff Audit staffs sense of competence and confidence in delivery Identify those members of staff to work more closely with Evaluate the development of pupils' strength, stamina and agility in a circuit setting	£2975	Provision in delivery of units in multi-skills has a greater understanding of the elements of agility, strength and stamina development in pupils. Pupils developed a healthy motivation of self-competition and a focus on developing own skills. Improvement of skills seen. Confidence and competence in delivery improved. Greater enjoyment experienced by pupils.	Staff have developed further use of these skills during lockdown as non contact activities with good success – build this in to next academic year delivery. Subject lead to monitor continued use and planning of skills and knowledge acquired.
<ul style="list-style-type: none"> Develop understanding of assessment in PE for subject leader to be more focussed on where improvements could be made 	Participation in assessment course Use of professional materials in carrying out subject audit and observations Use of new knowledge to make further action plans for individuals (staff and pupils)	£137	Subject lead has tools to carry out focussed assessment in PE activities. These have been shared with staff as an overview.	Subject lead to use allocated time to continue to use assessment information to improve the quality of the provision of PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	2% spent to date
Know, do, learn, practise	Actions to achieve	Funding allocated:	Know, do, learnt, what has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide further extra curricular activities Encourage more pupils to take a leadership role Develop co-operation, responsibility and communication skills in pupils 	<p>Carry out pupil survey to find new areas of participation Source providers Monitor take up and facilitate participation</p> <p>PE ambassador appointed by pupils Allocation of an area of school sport to lead Participation on school council to encourage sport participation and fair play</p> <p>Train MDSAs in sports participation, fair play, encouraging and modelling activity in zones at lunch time Train play leaders to become 'active champions' Create pupil MDSA role Develop variety of activities available in the playground zones</p>	£400	<p>New sports very popular – dodge ball and archery. HITT also very popular and will continue next academic year. These high quality opportunities have inspired pupils to get active.</p> <p>A lot of sport was allocated to summer terms but did not happen due to COVID-19 crisis.</p> <p>Training and resources for MDSAs were scheduled for term 5 but due to COVID-19 did not take place.</p>	<p>Fencing and cheer leading will be provided in term 1 2020. Pupil voice will continue to be sought, including which days clubs should take place on to get maximum number of participants.</p> <p>School council and sport ambassador need to meet more regularly to have a greater impact.</p> <p>Continued promotion of positive face-to-face engagement with peers in their own communities needs further development through leadership roles.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2% spent to date
Know, do, learn, practise	Actions to achieve	Funding allocated:	Know, do, learnt, what has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop team working skills Promote wider participation in competitive sports activities 	Use HASP sports partnership timetable to offer competitive opportunities to pupils Focus on participation in one sport to develop e.g. netball Facilitate access out of curriculum time to develop team skills Carry out pupil voice Evaluate strategy to success	£324	Pupils show how to work as a team, and develop important skills like leadership, self-discipline and resilience Pupils very supportive to one another in taking turns and developing skills Good communication developed Increase in those offered opportunity to be included in competition sport with in local school wider communities Pupils show pride in their achievements	Continue to adapt sports offers to include wider group of competitive participants. Develop competition related to high uptake in less traditional sports run after school

Signed off by	
Head Teacher:	<i>Inez Morse</i>
Date:	15 th July 2020
Subject Leader:	Melanie Smith
Date:	15 th July 2020
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Date:	15 th July 2020