

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Anker Moor Primary
Academy 2019-2020

Commissioned by



Department
for Education



Created by





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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Introduction of enrichment time for pupils inc house games, health and fitness, more sports opportunities to engage • Achieving Bronze school games award 2018 • Achieving Silver school games award 2019 • Entering more and more local competitions – Indoor basketball, Indoor dodgeball etc • Completion of the daily mile to ensure fitness starts the day for all pupils • Continued increase with participation in competitive sports events: Cross-country Y3/4 and Y5/6 boys and girls; KS2 Area Sports (Tamworth Sports Competition); Y5/6 Cricket (Tamworth Sports Competition); 5/6 Tag Rugby (Tamworth Sports Competition); Y5/6 Tamworth Boys Football (County competition and beyond); KS2 Tamworth Swimming Competition; Swimming Gala • Development of outdoor games activities through use of external coaching company. • Opportunities to access a broader provision of activities (forest school) to allowing all learners to develop confidence and self-esteem. • Resources to impact on P.E and games positively, enabling learners to engage using quality equipment. 	<ul style="list-style-type: none"> • Provide opportunities for all children to access 30 active minutes outside of PE lessons including those that will keep their mind healthy and improve mental health. • Provide increased opportunities for all pupils to take part in competitive sport especially as this has been restricted due to the Covid impact. • The profile of PE and sport being raised across the school as a tool for whole school improvement.

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? 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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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/ No

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: 2019/20		Total fund allocated: £17350	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:
				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:
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure high quality PE and school sport offer develops. - Use active lessons to increase physical activity levels and learning. - Develop play leaders to support active playtimes in line with the current Covid 19 restrictions. 	<ul style="list-style-type: none"> - Through PE lessons and opportunities through PSHE, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Purchase high quality resources to ensure children can access high quality P.E with the best available resources in school. - Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week. -Utilise lunch times and structured playtimes effectively as an effective time to promote extended opportunities for physical activity. 	Equipment and resources purchased: £3000 Emma Shaw – Play Leader training	<ul style="list-style-type: none"> - Positive attitudes to health and well-being. - Pupil concentration, commitment, self-esteem and behaviour enhanced for play leaders. - Pupils activity at lunch and break increased. - Children taking part in daily additional activities such as 'The Daily Mile' regularly. - Children across the school more active on a daily basis and enjoy being active. -Resources being used to make P.E more effective. 	<ul style="list-style-type: none"> - Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time, adding in the need to consider mental health in light of the pandemic.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills. - High quality PE lessons delivered during curriculum time. - Monitoring use of schemes and whole school PE coverage. - Play leaders develop younger pupils into becoming leaders themselves. 	<ul style="list-style-type: none"> - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coach to support the delivery of quality P.E especially in the area of Health and fitness to ensure wider opportunities are provided. - Continue to develop and use whole school plans and assessment as linked to P.E.org. - Inter house competitions played throughout the year as organised by class council – dodgeball. - Play Leaders to run their own club for younger pupils at lunchtimes. 	In Motion £850 P.E.org £150 Tamworth Sports Council £100	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school in other areas such as health and fitness. - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Inter house competitions raise profile of competitive sport within school. As many children as possible to participate in houses. 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. - School staff better equipped/more confident to teach PE in school linked to input from sports coaches. - Monitoring use of schemes and whole school PE coverage. - Play leaders develop younger pupils into becoming leaders themselves in light of Covid.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i></p> <p>Elite Sports Accelerate Learning Grow Active</p>	<p>-Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>-PE sports coaches used to help upskill teachers through modelling lessons, team teaching:</p> <p>Elite sports to focus on aspects of 'games' to ensure staff are secure with the knowledge of invasion games.</p> <p>Accelerate Learning to provide opportunities for sports beyond the curriculum e.g. parachute games, yoga, circus games.</p> <p>Grow active to support the implementation of fitness classes alongside In Motion.</p> <p>-Liaise with other local schools to share knowledge and expertise.</p>	<p>Elite Accelerate Grow Active £3500</p>	<p>- Increased staff knowledge and understanding.</p> <p>- All teachers able to more confidently plan, teach and assess National Curriculum PE.</p> <p>- Enhanced quality of provision</p> <p>- Increased range of opportunities</p> <p>- A more inclusive curriculum which inspires and engages all pupils.</p> <p>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
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:
-Provide opportunities to take part in a diverse range of school sport through the development of Forest School. -Increase opportunities for all children through the use of the outdoor area ensuring learning outside the classroom.	-Leader access to training for the forest school award therefore learning outside the classroom can be facilitated. -Use of School council to discuss facilities and resources required to ensure Forest school can be effective. -Purchasing of resources to ensure children have the necessary equipment to access a broader curriculum. -Identification of time on the timetable to ensure ALL children have access to the Forest area – Enrichment time.	Equipment and resources £6000	- Engagement of pupils in another area of school life. - Increased pupil participation. - Enhanced quality of delivery of activities, which give broader opportunities for pupils. - Enhanced opportunities of LOTC - Improved behaviour and attendance and reduction of low level disruption - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.	- Further increase opportunities for children in the outside area. -Train other staff to have the opportunity of accessing the outside area.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Continue involvement in competitive Sports and take advantage of further opportunities that become available (e.g. for children with additional needs) and widen participation of pupils in all areas possible. Re-model annual sports days to maximise competition and active involvement of all pupils.	Use Links with Jim Tipper and Tamworth Sports Council to ensure there are opportunities to access sporting provisions.	Tamworth Sports Council £100	-Participation in sports outside of the school day. -Links with other schools continue to take place across the community.	- Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events

Key indicator 6: Swimming				Percentage of total allocation:
				18%
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:

<ul style="list-style-type: none"> To achieve the KS2 target of pupils being able to swim 25m. To provide opportunities for pupils to compete in gala events. 	<ul style="list-style-type: none"> - Year 4 and then topped up with year 5/6 pupils receive 2 full terms of swimming sessions tailored to meet their needs. -Record Year 6 data on to the website of pupils who have reached the KS2 swim 25m target. -Pupils to be entered into gala competitions. -Pupils experience competitive swimming situations. 	<ul style="list-style-type: none"> Pool hire/ Lifeguard costs/ Swimming teacher costs £2000 Coach hire: £1000 	<ul style="list-style-type: none"> -Pupils to increase the distance they can swim in a recognisable stroke. -Pupils to reach the ability to swim 25m. -Pupils to gain further experience and confidence in the water. -Assessment data/ Registers taken -Notes on the pupils' ability kept. 	<ul style="list-style-type: none"> Investigate additional 'booster' swimming sessions (not possible this year due to Covid).
---	---	---	--	---

Signed off by	
Head Teacher:	Simon Russell
Date:	July 2020
Subject Leader:	Simon Russell
Date:	July 2020
Governor:	Julie Kirkham
Date:	July 2020