

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

St Charles' VC Academy – 2020
2021 Review



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.**

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](#).

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Monitoring identifies an increase in teacher confidence in delivering a high-quality PE curriculum • Lesson scrutiny demonstrates an increase in quality provision which should be shown through levels of progress pupils and the data collection point • Increase in pupil participating in clubs across school, including those taking place on a lunchtime (Before lockdown) • Increased opportunities for competitive sport • Introduction of active lessons in the curriculum 	<ul style="list-style-type: none"> • Additional staff development in active lessons and modelled curriculum provision to ensure sustainability moving forward. • Increase range of pupils participating in wider school sport/physical activity and measure the success compared to previous years. Including opportunities for competitive sport • Improve further participation levels in physical wider than the school curriculum (as soon as possible under COVID restrictions)

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 2021.	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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

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.

Academic Year: 2020/21		Total fund allocated: £17,640		Date Updated: Spring 2020	
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: 32% (£5580)
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase physical activity over lunchtime. Delivered, where possible, by specific Sports coaches. See increase on previous % to ensure we are reaching more pupils		Identify popular activities and seek coaches to deliver -Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored		£5280 (Includes a carry forward of £1000)	
Purchase playtime/lunchtime equipment to enable an increase in pupils being physically active throughout the lunch period. (Previous target must continue)		-Invest in playtime/lunch time equipment to be used on the playground and in lunchtime sports clubs or by sports buddies -Ensure enough resources for individual classes (due to bubble arrangements this year)		£1,300	
				-Informal observation confirms children are more heavily engaged in physical participation across different parts of the school day but particularly at Lunch. Pupils are becoming involved independent of staff	
				Individual classes have a range of resources to deploy over playtimes and lunchtime. PE coordinator has identified positive results through pupil voice and observation	
				Further specific support from outside coaches to ensure the range of sports and activities explored is wider and more focus on skill development	
				Continue with approach, replenish as needed and seek different resources if deemed necessary	

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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5% (£900)
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:	Sustainability and suggested next steps:
Raise pupil attainment through increased active lessons in Literacy and Maths. Supporting academic and physical progress (If training is possible in COVID times, alternative in house training if not)	Further training for teachers in this area. Time provided for focus through staff development session/model lessons. SLT to ensure the profile of this approach is high	£200	Training not available but in school sharing of knowledge and ideas to implement in the classroom.	Carry forward and seek training next year
Achieving the Silver Active Mark award to support the profile of PE and Sport across school. (Silver held pre Covid)	SLT time and PE coordinator to spend time reviewing and monitoring provision to seek out areas of improvement and target specifics across the year	£200	Not able to apply – carry forward to next year	Focus for 2021/2022
Regenerate Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity (Where possible adapt for each class)	Training for pupils to deliver physical activity during lunchtime, equipment to support in implementation. Purchase clothing to raise profile.	£500	Profile has raised across school, despite some normal means of communication not being available. Playground equipment has specifically supported this.	Sports council to be created in 2021/2022 to sustain and build upon positive profile for future years.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41% (£7160)
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>To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments.</p> <p>(Where possible approach will be resumed, dependant upon COVID situation, ideally as soon as possible as of huge benefit to pupils and quality provision)</p>	<p>Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Stages of planning • Deploying resources • Adapting provision • Seeking maximum pupil progress • Refining accurate teacher assessment <p>-Staff CPD time through meeting times. SLT/PE coordinator to lead</p> <p>-Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting</p> <p>CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs</p>	<p>9000 (Includes carry forward of £2500)</p> <p>£360</p> <p>£300</p>	<p>Greatest impact on pupil outcomes as teachers become more confident at planning and delivering the PE curriculum.</p> <p>Teachers are becoming more upskilled through the 2,2,2 model used.</p> <p>Two lessons for observation/CPD Two lessons of team teach and Two lesson of teacher key role and support provided to move forward</p> <p>PE coordinator identified increased confidence in delivering PE sessions and received positive feedback from teachers in the support they have received.</p> <p>Although CPD in PE was limited due to the COVID situation, the limited training was shared wider with staff and purchase of new online curriculum support contributed positively – resources to support upskilling of teachers thus improvements in outcomes and progress for pupils.</p>	<p>Model to continue next year. Specifically targeted with new or identified staff.</p> <p>Specific CPD identified for next academic year through staff voice and PE coordinators findings. Will be delivered through this model.</p> <p>Further CPD will be sought next year and monies carried forward to support this. Online resources will continue as a tool to aid strong practice in PE.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			7% (£1300)	
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?:	
<p>Enabling access to a variety of competitive sports and a range of pupils participating. Increasing pupils who historically do not participate in competition particularly wider than own school. (Data from 2018/2019 suggests 65% did not compete wider than their own school) Must make this a priority if restrictions allow</p> <p>-Increase participation in new wider competitions and look at forming club links, wherever possible, for pupils.</p>	<p>Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.</p> <p>Payment to join a range of wider competitive programs as they are available across the year</p> <p>Introduce further in school competitive challenges and use the MAT to extend the level and comparison available. Ensure participation by all across the school. (In school may be key, particularly at the start of the year)</p> <p>SLT to monitor the implementation of competition and PE coordinator ensure high levels of involvement across the school and feedback on impact.</p> <p>Source community clubs to deliver additional (on top of 2hours provision) curriculum sessions to promote competition.</p>	<p>£1000</p> <p>£200</p> <p>£100</p>	<p>Made use of online and virtual resources, undertaken in school and provided online remotely. Pupils engaged well and majority across school took part in some form of active online competition</p> <p>Wider competitive programs and clubs not able to allocate due to impact of Covid but to be implemented in 2021-22.</p> <p>SLT & PE coordinator to plan monitored opportunities for competition within the curriculum and wider school sport through a rigorous monitoring schedule.</p> <p>This needs to be built into the 2021-22 PE plan to ensure exposure to wider PE community links further enriching children's PE experiences.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to pay for HAS as offers a valuable resource for competition</p> <p>Look at wider range of sports/activities not available to pupils or easy to access in the local context/community. Must increase by at least 50% with an aim of all pupils (Y2+) experiencing competition outside of own school.</p> <p>Build on new links to forge more opportunities for pupils moving forward. Seek out further coaches/sports tasters</p> <p>School to build in one whole school competition each half term with a different focus and if possible, seek to share these wider with other schools.</p>