



PE & Sport Premium Report 2020/21

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Context of areas for further improvement in 2021
<ol style="list-style-type: none"> 1. We have built up good participation, knowledge, curriculum coverage and mentoring. 2. We have developed PE assessment across the school. 3. We have become more aware of the link between personal success in PE and self-esteem/performance in the classroom. 	<ol style="list-style-type: none"> 1. Well being questionnaires in 19-20 showed that our older learners (year 5 and 6) have a below average self-esteem, positive outlook and sense of achievement. We wanted to find ways (although there were barriers with COVID restrictions) to improve this self esteem by engaging and motivating for personal improvement. Targeting the older learners should also prove successful with the younger learners. 2. Working with a new provider was hoped to further improve knowledge and skills amongst staff and supporting TAs. 3. To maximise PE and sporting activity and participation within the school.

Meeting national curriculum requirements for swimming and water safety end of Summer 2020	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	No measured – COVID lockdown was in place.
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	
Schoolscanchoosetouse thePrimaryPEandSportPremiumtoprovideadditionalprovisionforswimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	

Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our School Development Plan and Church School Distinctiveness Action Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement.

Partney Church of England (Aided) Primary School: School Development Plan (SDP) (2020/21)

Key Priorities:

- 1. Leadership and Management**
- 2. Quality of Education**
- 3. Personal and Spiritual Development**

Academic Year: 2020/21		Total fund allocated: £16,540		Date Updated:26.10.20	
Key indicator 1: Engagement of all pupils in regular physical activity. <i>The promotion of personal fitness throughout the school in order to achieve a greater degree of mental and emotional wellbeing and self-esteem.</i>					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in personal physical fitness	Key Priority 1 Key priority 3	1. Activity Develop 'Golden Mile' across the school. Capture baseline data and 2 follow up visits to record further data Collaborate with Premier Sport to maximise motivation and success. Ensure timetabled practice Why? Our children have been affected by COVID lockdown educationally, mentally, emotionally and physically. We want to promote the idea of 'healthy body, healthy mind' with a primary aim to promote self-esteem.	£900	We will have been successful if: March: <ul style="list-style-type: none"> Data shows that all children have improved fitness by 10% from baseline. Pupil voice shows that the Golden Mile is viewed as a positive thing to do. June Overall fitness levels have increased by at least 20% Children can articulate how being fitter has improved their personal lives e.g. self-esteem, mental health.	The scheme can be extended another year with help from our coach to keep practise sessions regular and recorded across the year.
Review and impact	The children had 3 measured 'golden mile' sessions on 3/12/2020, 24/3/2021 and 05/07/2021. The average distance achieved increased from 504 m to 527m within 3 or 4 minutes running time. There were individuals who performed markedly better at each stage, with girls showing a marked improvement from the baseline measurement. Class 1 shoed greater number of girls achieving 'completion' e.g. not stopping to walk. One child in class 2 completed 810 me within 4 minutes. Wellbeing; There was a palpable upward swing in self-esteem and enjoyment during the last measurement day. Children were cheering each other on, clapping and talking about how much better they had done since the last one! The reports from Premier Sport highlighted individuals and quantifiable improvements, as well as observations that show how our values are being played out.				
Evaluation	We made a 5% improvement on our baseline measurements. We lost a term's worth of practice for a large portion of the school during lockdown, so we would like to continue with the golden mile and make it part of the PE curriculum next year in order to further improve. E.g. during warm ups or as a 'break' from class based work during the afternoon in KS2.				

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement To Achieve our vision of enabling “everyone to go forward as champions of happiness, health and hope. “					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Focus on improving Personal fitness and its mental health benefits, through a whole school Golden Mile Activity.	<p>Key Priority 1</p> <p>Key Priority 3</p>	<ul style="list-style-type: none"> Target group of Year 5/6 wellbeing questionnaire end of Autumn, March and June Improve outdoor permanent equipment for breaktimes and lunchtimes to encourage personal fitness and mental health. 	<p>Non-sports premium for equipment</p> <p>Cost for Premier Sport as below</p>	<p>We will have been successful if:</p> <p>March: Scores on wellbeing questionnaire have improved</p> <p>July: Scores on wellbeing questionnaires have improved and further specific feedback from Pupil Voice shows that equipment, Golden Mile and personal fitness has been viewed positively.</p>	
Review	<p>Class bags of equipment bought in order to maximise levels of activity at break and lunch and also personal and group responsibility towards own equipment.</p> <p>A wellbeing questionnaire (Stirling) was undertaken in November 20 for Class 3 and the average score was 34. This was well below the average range of 39 – 48.</p> <p>We put in place regular PHSE in conjunction with the ELSA support at the same time as raising our level of Physical sports coaching across the school by an extra day.</p> <p>When re-doing the questionnaire in April 21, the average score had risen to 47 – high average.</p>				
Evaluation	<p>The extra day of quality coaching led to higher participation in 2 x sports clubs (1 x multiskills and 1 x football club) and this led to a highly successful creation of a football squad which won a match against another school. This lifted the children’s spirits and sense of self-esteem whether participating or watching! It highlights the need for this kind of teambuilding and school wide sense of achievement to be carried forward into next year. Work with Premier Education to maximise the opportunities for this next year.</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage Premier Sports to coach and assess our pupils, improving outcomes and introduce non-traditional sports where indicated on long term plan.	Key Priority 2	<p>1. Purchase Premier Sports Coaching Membership and engage a JB's Sports Coach to work alongside and provide in-school support for staff</p> <p>Provide CPD in key P.E curriculum areas. Support to include:</p> <ul style="list-style-type: none"> • Coach working alongside teachers and Tas with the children to plan and deliver high quality sessions • Coach to be available to whole school for PE support. • Coach providing good practice for TAs • Each year group to receive 6 weeks' worth of per term in key areas of the P.E curriculum • Bring additionality by extending the PE curriculum to include more non-traditional activities 	£6460	<p>We will have been successful if:</p> <p>Autumn assessment tracking shows that at least 65% of pupils are working at expected ARE across strands</p> <p>March assessment shows an improvement on Autumn's percentage working at Expected ARE</p> <p>Motor skills/developmental skills have been highlighted and fed into curriculum and provision explicitly made for these individuals.</p> <p>Outcomes for the end of Summer 2021 show that children with no physical or developmental barriers are working at ARE or have made progress from their starting points. (school PE tracking system)</p> <p>Pupil voice shows a positive attitude to PE sessions.</p>	40%

		<ul style="list-style-type: none"> • Use of Portal for data capture and further support in delivering PE. • Use PE Learning Walk sheets to quality assure teaching and learning in PE • Include some paired observations to support moderation, quality assurance and sustainability • To include a regular clubs in order to encourage pupils to extend their physical fitness including lunchtime club 			
	Key Priority 2	2. Support from Internal PE TA <ul style="list-style-type: none"> • Working alongside Class 1 TA to supply PE at a distance x 2 lessons a week for the whole year • Working alongside Class 1 -2 TA to supply PE at a distance x 1 lessons a week and assessment for the whole year 	£7395	We will have been successful if: TAs are assessing accurately Promoting and delivering high quality teaching and learning support throughout lessons Measured by observations - joint	Evidence shows that TAs have built on further observation and working alongside Premier Sport coach.
		Maintenance and safety check of all equipment	£50		
Increased participation in competitive sport	Key Priority 1	Contingency for further competitions when COVID allows e.g. transports intra-school competition etc. OR project such as GOAL (Premier Sports)	£2,345	Decision to be made by End of February	Ascertain how the Sport Premium can best be used at this point: if we are able to start competition between bubbles or

		OR purchase further equipment (forms and gymnastic mats)			schools, then this money will be prioritized for that. If not able to do this, we will use of SDP to consider how the money can help our children.
		Total Budget	£17,150		Spent £17.150 no carry forward!
Review and Impact	<p>Expected level in autumn term was well below 65% as follows (Source: Premier Termly impact report): Class 1 50%; Class 2 46%; Class 3 56%; However, by the end of the Summer term this had changed as follows: Class 1 84%, 16% exceeding; Class 2 78%, 21% exceeding; Class 3 74%, 15% exceeding.</p> <p>All equipment was tested for safety and certificate given.</p> <p>TAs continued to provide support within taught lessons and delivery of follow up lessons (KS1). We should be able to capitalise on this once restrictions are lifted in order to prepare for competitions etc.</p> <p>The money that was budgeted for use for competitions was re-directed into the hire of an additional coach for an extra day from March. This enhanced our provision for PE and helped to raise standards as seen.</p>				
Evaluation	<p>Behaviour for learning and engagement was the biggest driver for this change as seen incrementally over the year from Premier reports. Good and consistent role models were crucial in this improvement e.g. continuation of behaviour code from classroom to PE location and good communication between members of staff. With the same member of coaching staff coming in over 2 days, we will that this will continue to raise standards within PE.</p> <p>The provision of 2 high quality coaching days had an impact on our attainment and progress in PE this year. Therefore we will be continuing this approach in 2021-22.</p> <p>The benefit of 'visiting' coaches and external providers was evident this year, bringing an extra dimension to our provision for and knowledge of the children (so we can therefore meet their needs for the better.) This has been during a year where additional needs have increased and are now standing at close to 50% of the children in the school.</p>				

	If funding is available, we would like to continue with these extended curriculum opportunities such as Golden Mile and 'Skills for Actual Life' which would further engage and help our older children learn about personal responsibility and life skills.
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