



July 2020

Sandford St. Martin's

PRIMARY SCHOOL



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Commissioned by



Department
for Education

Created by



YOUTH
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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"> - Continued development of Real PE within the school to support children in creating positive relationships with physical activity. - New PE and sports equipment purchased for playtime, clubs and lessons. - Team games and activities led by pupils at playtime and lunchtime (Sports Leaders and Bronze Ambassadors). - New links made with the Purbeck Partnership to widen our involvement with local schools. - Whole school increased participation in School Games competitions. - Implemented Forest School training for 5x Level 3 staff, 1x Level 2 staff and 2x Level 1 staff. - Implemented Forest school programme for Year 3 and Year 4 (120 children) 	<ul style="list-style-type: none"> - Assessment and tracking of PE throughout the school - Consistent improvement in teacher confidence, knowledge and skills in PE - Consistent delivery of swimming for KS2

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>Not know % (All children completed 6 x swimming sessions in Year 4, due to Covid-19 catch up swimming lessons were unable to commence).</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>Not known %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Not known %</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>No (due to Covid-19).</p>

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: £19,000		Date Updated: 20/07/2020	
<p>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.</p>					<p>Percentage of total allocation:</p> <p style="text-align: center;">8 %</p>
Intent		Implementation		Impact	
School focus with clarity on intended impact on pupils:		Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ▪ Educate children in the value and benefits of a healthy active lifestyle. ▪ Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. ▪ Use active lessons to increase physical activity levels and learning. ▪ Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities. ▪ Raise awareness of the best places to take part in sport and physical activity outside of school. 		<ul style="list-style-type: none"> ▪ Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. ▪ Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy and Real PE approach. ▪ Build links with local community sports clubs through our SGO. ▪ Timetable the fitness equipment at playtimes and lunchtimes. ▪ Use of equipment for clubs and lessons. ▪ Improve range of clubs and offer active lunchtime clubs (target 	<p>£905.00</p> <p>£173.00</p> <p>£400.00</p>	<ul style="list-style-type: none"> ▪ Positive attitudes to health and well-being. ▪ Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors. ▪ Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models. ▪ Pupils activity at lunch and break increased. <p><u>Evidence -</u></p> <ul style="list-style-type: none"> ▪ Curriculum map ▪ PE policy ▪ Registers of participation ▪ Extra-curricular data ▪ Staff run regular active lunchtime clubs. ▪ Pupil voice during school 	<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. ▪ Continued use of fitness/active equipment Playground resources are used each day and supervised to maximise activity levels. ▪ Continue to monitor attendance/enrolment to extra-curricular clubs and activities. ▪ Target specific children who are not attending extra-curricular clubs and activities.

<ul style="list-style-type: none"> Provide opportunities for daily physical activity. Staff led lunchtime clubs and afterschool clubs to enable greater number of children to participate in sports activities. 	improved participation for PP and vulnerable pupils)		council meetings to ensure that provision matches demand.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.

Percentage of total allocation:

60%

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	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 (including Forest Schools activities) Use PE and sport to develop the whole person including thinking, social and personal skills (using Real PE to support in creating positive relationships with physical activity for life – inc Forest Schools) Use PE teaching to aid fine and gross motor skill development (including Forest Schools) Use sporting role models used to engage and raise achievement 	<ul style="list-style-type: none"> As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> Additional competitions outside of the School Games programme Comprehensive CPD programme PE Conference Outdoor activity days Primary Leadership Academy Purbeck Sports Awards Youth Sport Trust Primary Membership Support from Dan Moody for team teaching and staff training. Introduce Youth Sport Trust MY 	<p>£1,750.00</p> <p>£500 FS equip</p> <p>£250 pw/pyg FS lead cover</p> <p>6 weeks Y3</p> <p>6 weeks Y4</p> <p>6 weeks Y1</p> <p>6 weeks Y2</p> <p>6 weeks Y6</p> <p>6 weeks Y5</p> <p>£9000</p>	<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: <ul style="list-style-type: none"> Certificates and medal to celebrate successes – increased visibility of sports achievements. Sports features each week in celebration assembly. Sports section in newsletter as relevant. 	<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. Increase the use of the PE Sport Board to promote current sporting events and opportunities. Review School development plan, Whole school policies/PE policy Use PE conference to review, evaluate and plan for the next academic year. Implement school wide forest

<ul style="list-style-type: none"> Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils). 	<p>Personal Best programme in school. Training course attended and resources being utilised.</p> <ul style="list-style-type: none"> Develop a team of sports leaders & Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC inc through Forest Schools. 		<ul style="list-style-type: none"> SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. 	<p>school provision in 6 week blocks with half classes</p> <ul style="list-style-type: none"> Implement focus/therapy groups for wider mental health/confidence/physical activity to targeted children
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Percentage of total allocation:

19%

Intent	Implementation		Impact	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> 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. CPD for staff- Real PE Continue development of PE curriculum so that it is more skills-focused, rather than sport-focused. This will mean that 	<ul style="list-style-type: none"> Provide opportunities for staff to access CPD opportunities through the Purbeck School Sport Partnership CPD programme. Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers 	<p>£1600</p>	<ul style="list-style-type: none"> Increased staff knowledge and understanding of the broad holistic approach, developing the whole child. More sustainable workforce including young leaders. Enhanced quality of provision. Increased pupil participation in competitive activities and festivals. Increased range of opportunities for staff to attend and get involved. The sharing of best practice 	<ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities. Refresher whole school training with Real PE to incorporate assessment and tracking wheel. Continued improvement in quality of swimming teaching. Increasing % of pupils reaching

<p>teachers do not have to be specialists in a particular sport in order to confidently teach PE. In turn, this will mean that children learn skills that can be applied to sports they choose to take up now and in the future.</p> <ul style="list-style-type: none"> Improve quality of swimming teaching – increase impact of swimming lessons on pupil performance 	<p>and support staff.</p> <ul style="list-style-type: none"> Provide regular reviews of Real PE for staff (CPD). Investigate swimming teaching resources and training availability Swimming teacher to model effective teaching to teachers Investigate swimming teaching CPD through ASA 	<p>£245.00</p> <p>£1400</p>	<p>with other schools in the Purbeck Partnership.</p> <ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils. Increased capacity and sustainability. Improved knowledge of water safety for staff Improved delivery of water safety Improved understanding of water safety and risk. 	<p>expected standard in swimming.</p> <ul style="list-style-type: none"> Engage with sports coaching for modelled lessons and pupil skills development
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Percentage of total allocation:
3%

Intent	Implementation		Impact	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. Real PE to be embedded across all Key Stages to increase level of PA in PE lessons and focus on improved ABC and games skills. Offer a wider variety of after-school and lunchtime clubs so that children have the opportunity to try a new sport. 	<ul style="list-style-type: none"> Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. Observation and targeted support for staff to improve confidence in delivery and ensure progression in learning and consistency in teaching across all year groups. 	<p>Inc in Purbeck sports partnership</p> <p>Inc in REAL PE structures</p>	<ul style="list-style-type: none"> Engaged or re-engaged disaffected pupils. Increased pupil participation. Enhanced quality of delivery of activities. Increased staffing capacity and sustainability Enhanced, extended, inclusive extra-curricular provision. Increased pupil awareness of opportunities available in the community. Improved physical, technical, tactical and mental 	<ul style="list-style-type: none"> Continue to ensure provision matches the requirements and interests of pupils. Ensure continued use of Real PE throughout the school, focusing on the ‘whole child’. Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.

<ul style="list-style-type: none"> ▪ PGL residential for Y6 to include OAA, high ropes, climbing etc. ▪ Bring 'Bikeability' into school day to increase participation rates (Y5) 	<ul style="list-style-type: none"> ▪ Review extra-curricular activities through pupil voice/Bronze Ambassadors. ▪ More staff to provide at least one after school sporting activity per term. ▪ Offer lunchtime clubs to widen participation opportunities. ▪ Increase emphasis on activity, teamwork, confidence and personal challenge. ▪ Implement cycle safety and promote widely 	<p>£500</p>	<p>understanding of a range of sports.</p> <ul style="list-style-type: none"> ▪ Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership. <p><u>Evidence</u> -</p> <ul style="list-style-type: none"> ▪ Curriculum map ▪ Registers of participation ▪ Extra-curricular data ▪ Student/staff surveys <ul style="list-style-type: none"> ▪ 'Bikeability' – rescue plan in place for Y5 during Summer hols 2020 	<ul style="list-style-type: none"> ▪ Continue to monitor and target participation in clubs and review provision where needed.
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Key indicator 5: Increased participation in competitive sport.

Percentage of total allocation:

7%

Intent	Implementation	Impact	Evidence of impact:	Sustainability and suggested next steps:
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> ▪ Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. ▪ Increased participation in School 	<ul style="list-style-type: none"> ▪ Engage with partnership coordinators Shelley Hamblin and Dan Moody attend competitions run by the Purbeck School Sport Partnership. ▪ Engage more staff/parents/volunteers and young leaders to support attendance at competitions. 	<p>£500</p>	<ul style="list-style-type: none"> ▪ Participation in competitive sports events: ▪ Increased number of competitive events entered ▪ Improving success rates at sporting events <p><u>Evidence includes</u> -</p> <ul style="list-style-type: none"> - School Games Mark - Competition/ events calendar - Photos displayed at school, on 	<ul style="list-style-type: none"> ▪ Review attendance data and identify children for appropriate opportunities. ▪ Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.

<p>Games competitions.</p> <ul style="list-style-type: none"> ▪ Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. ▪ Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar. 	<ul style="list-style-type: none"> ▪ Identify a set number of competitions/events to provide transport to. 	<p>£700</p>	<p>website and through school social media.</p> <ul style="list-style-type: none"> - Competition reports 	<ul style="list-style-type: none"> ▪ Ensure range of clubs and training match opportunities to compete locally and regionally
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