

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

**Glascote Academy
2020-2021**

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children participating in competitive sport through inter-house competition during PE lessons. All PE units now end with a competitive sporting event where children apply skills taught throughout the teaching block. • KS2 children competed against other schools at two multi-school events: the KS2 girl's football team competed at the AVFC tournament and a KS2 mixed netball team competed at Rawlett high school. • A range of extra-curricular opportunities (lunch-time and after-school) were offered each term, some of which were taught by school staff and others through external providers/coaches (football, netball, dodgeball, multi-skills, yoga). • All children participated in a Fit4Life workshop run by Progressive Sports and completed follow-up classroom activities linked to healthy lifestyles and healthy minds. • All children in EYFS and Year 1 received specialist yoga teaching for yoga to support their gross and fine motor development alongside providing CPD and assessment opportunities for EYFS staff. • All Year 6 children received weekly swimming lessons (prior to Covid-19 school closure), resulting in 80% of the cohort able to swim 25m and 60% able to use a range of strokes effectively. 	<ul style="list-style-type: none"> • To further increase participation in competitive sport (virtually through TSSP if needed). • Work with Progressive Sports to re-establish lunchtime/after-school clubs when government guidance allows us to do so. • Reschedule mini-marine event day booked for summer 2020 (cancelled as a result of Covid-19 school closure) • Organise a range of in-house enrichment days throughout the academic year to ensure children are still offered a range of sporting opportunities whilst Covid-19 restrictions are still in place • CPD opportunities to upskill staff (training cancelled due to Covid-19 school closure)

- Increased daily participation in sport through the introduction of the daily mile at lunchtimes (pre Covid-19 and bubble restrictions).
- Increased physical activity at lunchtimes through the UKS2 play leader/sports council scheme. Ten children in years 5/6 received play leader training from an external provider and then took responsibility for running activities at lunchtimes.
- All classes received at least two weeks of outdoor learning (plus additional days if they returned to school after the extended period of closure) on the school farm and forest area.
- All year 6 children spent 4 nights at an outdoor education centre, giving them the opportunity to try a wide variety of new sports and outdoor pursuits.
- A group of ten KS2 children attended a six week first-aid course provided by an external provider, teaching them basic first aid skills to support them at home.
- A new scheme of work was purchased to support staff when planning/teaching PE lessons. Staff are now clear on the specific teaching points for a wide range of sports.

Due to Covid-19, some of the actions we set out for 2019-2020 will be carried out across the 2020-2021 academic year.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

In light of the Covid-19 pandemic, there was an underspend of £8344 for the 2019-2020 academic year. Due to an extended period of school closure, contracts with external providers were frozen. In addition, enrichment activities, a staff CPD event and a large scale whole school event were unable to take place. Where it is possible to do so, events have been moved to the 2020-2021 academic year. Any underspend will be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £8,344	Date Updated: 1.10.2020
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What Key indicator(s) are you going to focus on? 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 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	Total Carry Over Funding: £7000
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Intent	Implementation	Impact	
<ul style="list-style-type: none"> Boost opportunities for physical activity throughout the day. 	<ul style="list-style-type: none"> Invest in active maths/active learning resources for KS1&KS2 Invest in active learning resources for EYFS/KS1 provision (particularly gross motor skill development) Invest in orienteering equipment for the outdoor/forest area. Invest in new '9 things to do with a...' cards and accompanying equipment from ASL to promote active lunchtimes. Continue daily mile at end of lunchtimes (when Covid-19 restrictions allow this) Train a new group of UKS2 play leaders (when Covid-19 restrictions allow this) 	£3500 <ul style="list-style-type: none"> Increased exposure to the natural environment have a positive impact on children's mental health and wellbeing. Increased physical activity leads to improvements in behaviour, concentration and memory retention. PE lead to monitor lunchtime provision through meetings with lunchtime staff and pupil voice Sports council feedback on successes/areas for development in monthly meetings Safe, innovative playtimes have a positive impact on behaviour 	<ul style="list-style-type: none"> Resources organised effectively to be used in future years. Daily mile to continue into subsequent years Sports Council members from 2019-2020 will be able to support the training of new members.

<ul style="list-style-type: none"> • CPD opportunities for PE lead and teaching staff 	<ul style="list-style-type: none"> • Purchase subject leader package through accelerate learning, allowing PE lead to attend a 1:1 action planning session with PE consultant, gain level 5 qualification, attend a series of PE network meetings and the annual PE conference. • Purchase AIR resource cards which breakdown skill progression in all areas of KS1 and KS2 PE. • Run inset/twilight training for teaching staff. 	<ul style="list-style-type: none"> • £2500 	<ul style="list-style-type: none"> • Resources and expertise are shared via staff meetings and inset sessions run by PE lead. • CPD for teaching staff ensures consistency in standards of PE across the school. • Monitoring of planning shows high quality PE lessons across all key stages. • Sporting skills and standards acquired by children are significantly raised by high quality PE teaching. 	<ul style="list-style-type: none"> • Skills cascade through the school from experts to PE lead to teaching staff to children. • Staff feel increasingly confident in teaching PE. • Staff apply new knowledge when planning/teaching subsequent units of PE, resulting in high quality PE education • Curriculum review meeting will allow staff opportunities to discuss strengths and weaknesses and make changes for subsequent years • 3-year sustainable plan for PE created. • Resources purchased and organised effectively to be used in future years.
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<ul style="list-style-type: none"> • Provision of a whole school, adventure education trip (Tamworth Snowdome) 	<ul style="list-style-type: none"> • PE lead and SLT to research opportunities in the local area and contact • PE lead to make contact with Tamworth Snowdome • Subsidise places to ensure all children, regardless of economic background, are able to attend. 	<p>(£2000 carried over from 2019-2020 budget due to trip cancellation as a result of school closure)</p>	<ul style="list-style-type: none"> • Pupil voice (through termly pupil interviews and liason with sports council members/play leaders) used to measure impact • Aspirations to become involved with sport created • All children have the opportunity to benefit from a new activities/ experiences • Staff and pupil wellbeing and moral raised after a challenging and emotional year 	<ul style="list-style-type: none"> • Bank of ideas created for subsequent trips • Increased school-community links • Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life.
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Meeting national curriculum requirements for swimming and water safety.	2019/2020 cohort
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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	NO
<p style="color: red;">Year 6 children receive weekly swimming lessons. Over a term of their teaching time was lost as a result of an extended period of school closure due to the Covid-19 pandemic.</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: 2020/21		Total fund allocated: £		Date Updated: December 2020	
<p>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</p>					<p>Percentage of total allocation:</p> <p>11%</p>
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"> Informing pupils about healthy eating choices, nutrition and the importance of leading a healthy lifestyle and regular physical activity. Informing pupils of how to take care of their mental health as well as their physical health 	<ul style="list-style-type: none"> Run a second whole-school health and well-being day (focussing on the importance of healthy diet and exercise). Yoga/mindfulness workshops for all year groups Weekly hour long PSHE sessions during PPA time 	£1000	<ul style="list-style-type: none"> Pupil voice will inform PE lead of whether key messages have been conveyed effectively. Discussion with school mental health lead on impact on children 	<ul style="list-style-type: none"> Families become more educated about nutrition. Pupils become more education about diet and exercise. Pupils become more aware of ways to look after their mental health as well as their physical health. 	
<ul style="list-style-type: none"> Outdoor education for all 	<ul style="list-style-type: none"> Each class continues to receive regular forest school lessons (a day every three weeks). Each class continues to participate in the joint running of the school farm. Physical activity increased and new skills developed 	£1000	<ul style="list-style-type: none"> Children gain a greater understanding of British wildlife Children have a greater understanding of how to stay safe outdoors Children have the opportunity to develop a range of key life-skills 	<ul style="list-style-type: none"> Forest school lead is fully trained and able to replicate provision year on year Forest area is well established with a range of resources 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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"> Establish a high profile of PE for pupils, staff and parents through celebrating children's sporting achievements in and out of school. 	<ul style="list-style-type: none"> Certificates and recognition in weekly spotlight assemblies or class assemblies (during restrictions on whole school assemblies) Whole school display to focus on sporting achievements in and out of school 	N/A	<ul style="list-style-type: none"> School websites and display boards to celebrate sporting news. Pupil voice indicates pupils are proud to share their sporting success. 	<ul style="list-style-type: none"> Sport will continue to be celebrated across the school. Aspirations to become involved in sport are created.
<ul style="list-style-type: none"> To continue to raise the profile of PE through highlighting the links between physical health and mental health. 	<ul style="list-style-type: none"> PE lead and Trust wellbeing lead to liaise regularly to discuss the health and wellbeing vision for the school. PE lead to update the sports board to highlight the links between our physical health and mental health. Continue to embed mindfulness and wellbeing opportunities throughout the school week (mindful Monday, Feel Good Friday, relaxation spaces/time, yoga, breathing exercises, PSHE lessons etc.) 	£230	<ul style="list-style-type: none"> Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact and identify next steps. Staff and pupils will have learnt strategies for emotional health and well-being. Staff and pupils can discuss the important of looking after our mental health as well as our physical health 	<ul style="list-style-type: none"> Staff and pupils learnt strategies for emotional health and well-being will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Pupils have a number of strategies available to them to deal with emotional situations they may be experiencing. Staff use and promote these when needed.

<ul style="list-style-type: none"> Inspirational Visits/Visitors to motivate and inspire children (athletes, role models in sport, coaches, experience days etc). 	<ul style="list-style-type: none"> PE lead to make contact with sports men/women/agencies to organise visits into school PE lead to reconnect with Mini-Marine event days to reschedule event day cancelled as a result of the Covid-19 pandemic All classes to be named after famous athletes in light of the upcoming Olympic games 	<p>£1000</p>	<ul style="list-style-type: none"> Pupil voice (through termly pupil interviews and liason with sports council members/play leaders) used to measure impact Aspirations to become involved with sport created Children can talk about famous athletes and why they are good role models 	<ul style="list-style-type: none"> Pupil voice used to indicate what children would like to experience next Increased school-community links Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life.
<ul style="list-style-type: none"> Provision of a whole school, adventure education trip (Tamworth Snowdome) 	<ul style="list-style-type: none"> PE lead and SLT to research opportunities in the local area and contact PE lead to make contact with Tamworth Snowdome Subsidise places to ensure all children, regardless of economic background, are able to attend. 	<p>£4000 (£2000 carried over from 2019-2020 budget due to trip cancellation as a result of school closure)</p>	<ul style="list-style-type: none"> Pupil voice (through termly pupil interviews and liason with sports council members/play leaders) used to measure impact Aspirations to become involved with sport created All children have the opportunity to benefit from new activities/experiences Staff and pupil wellbeing and moral raised after a challenging and emotional year 	<ul style="list-style-type: none"> Bank of ideas created for subsequent trips Increased school-community links Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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"> • CPD opportunities for EYFS/KS1 staff 	<ul style="list-style-type: none"> • Staff to work alongside yoga instructor in weekly class 	£2100	<ul style="list-style-type: none"> • Team teaching of yoga improves teaching and learning in PE • Improvement in fine/gross motor skills of our youngest children 	<ul style="list-style-type: none"> • Team teaching of yoga to develop confidence and skills • Team-teaching of yoga with KS2 staff during weekly mindfulness afternoons.
<ul style="list-style-type: none"> • Team teaching opportunities for KS1 and KS2 staff 	<ul style="list-style-type: none"> • All teaching staff to work alongside sports coach to improve teaching and learning in PE through sharing of expertise and resources. 	£3500	<ul style="list-style-type: none"> • Raised confidence in teaching PE • Sporting skills and standards achieved by children are significantly raised • Children are exposed to a wider variety of sports and given the opportunity to develop a wider range of sporting skills 	<ul style="list-style-type: none"> • Team teaching of PE should cascade skills • Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life.
<ul style="list-style-type: none"> • CPD opportunities for lunchtime staff 	<ul style="list-style-type: none"> • PE lead to relaunch active, strategic lunchtimes (when COVID restrictions are eased) through the ALS Strategic Lunchtimes Package. This includes CPD for lunchtime supervisors and all sports council members who will act as lunchtime play leaders. 	£750 (book for September 2021)	<ul style="list-style-type: none"> • Staff confident in leading games on the playground during the lunch hour (when Covid-19 restrictions allow them to do so) • Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact 	<ul style="list-style-type: none"> • Team teaching of games and workshops to cascade skills and knowledge to new staff • Sports Council members from 2019-2020 will be able to support the training of new members.

and identify next steps.

- Termly review meeting with lunchtime staff to discuss impact and identify next steps.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30.5%
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"> Widen the choice of extracurricular opportunities for all pupils, regardless of their ability, prior knowledge or skill level (when Covid-19 restrictions allow this) 	<ul style="list-style-type: none"> Continue partnerships with external agencies (Progressive Sports, Tamworth Football Club), Accelerate Learning Services etc. to provide extra-curricular opportunities. Termly enrichment days where pupils can participate in activities which enthuse and encourage physical activities through different platforms (dance, gymnastics, Olympics) 	£3500	<ul style="list-style-type: none"> Registers show a wide range of children are benefitting from extra-curricular provision Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact and identify next steps. PE lead to give staff a feedback form and assessment form to complete during enrichment training to aid reflections of CPD received through the enrichment activities. 	<ul style="list-style-type: none"> Children continue to build key skills and act as lead learners during PE lessons. Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life. Staff team teach with a number of trained professionals during enrichment sessions which improves teaching confidence and practice
<ul style="list-style-type: none"> Active/adventure based residential opportunity for Year 6 children. 	<ul style="list-style-type: none"> Subsidise places to ensure all children, regardless of economic background, are able to attend Organise fundraising opportunities to allow costs to be substituted to a minimum (enterprise week) 	£2000	<ul style="list-style-type: none"> All Year 6 children are able to attend the residential All Year 6 children have the opportunity to benefit from a vast range of new activities/experiences 	<ul style="list-style-type: none"> Similar fundraising opportunities to be used in future years

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.5%
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"> Increased participation in inter-school competitive events through developing closer links with Tamworth Sports Council (including virtual events while restrictions remain in place). Develop and enrich quality of intra-competitive sport. 	<ul style="list-style-type: none"> PE lead and other staff to accompany children to competitions. Track number of children taking part in competitions. Increased intra-school competitive events throughout the year linked to school opportunities and individual abilities so all can experience competition. PE lead to explore opportunities for children to participate in virtual competitions (while COVID restrictions prevent inter-school events). Purchase a school competition kit from uniform supplier 	£1000 (transport, kit, classroom cover, sports council membership)	<ul style="list-style-type: none"> Registers and tracking show increased participation in interschool sports competitions. Intra-school events ensure all children have the opportunity to become involved in competitive sport. Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact. Achievements displayed and celebrated on whole school sports display board and in spotlight assembly. A school kits gives children a sense of pride and increased confidence when competing at inter-school events. 	<ul style="list-style-type: none"> Staff build sporting relationships with schools across the Trust and across Tamworth that can continue to grow in subsequent years. Structure of intra-school competitive events can be repeated in subsequent years. Sports board and sharing achievements in assembly inspires others. School sports kit can be used by multiple children for years to come.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Kate Hynard
Date:	7.12.2020
Governor:	
Date:	