

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019



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ST NORBERT'S
CATHOLIC PRIMARY SCHOOL

**SPORT PREMIUM
ACTION PLAN
2020-21**

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 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"> - School Games Recognition Award - Daily Mile and Walk to school fully integrated as part of school life - Profile of Sport across the school has been raised - Sports and Playground leaders have raised the profile PESSPA - Data suggests pupils make very good progress in PE EYFS/KS1 -88% of pupils working at ARE or above (Until Covid-19 Lockdown) LKS2 – 89% of pupils working at ARE or above (Until Covid-19 Lockdown) UKS2 – 90% of pupils working at ARE or above (Until Covid-19 Lockdown) - Wider variety of sports delivered across the curriculum - Staff subject knowledge in delivery of dance heightened - More awareness of well-being and healthy lifestyle understanding - Increased opportunities for least active pupils 	<ul style="list-style-type: none"> - Continued professional development opportunities - Increase percentage of least active pupils in extra-curricular activity from 80%. - Greater opportunities for Gifted and Talented pupils - Staff training has been identified for areas of development and to implement CPD to ensure provision is both sustainable and of high quality - Increase the number of pupils achieving 25m by Year 6 to 75%

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.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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

Created by:

Supported:

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: £17,760		Date Updated: 22/09/2020		Percentage of total allocation:	
<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>							
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?:	
Daily Physical Exercise equating to a total of 30 minutes timetabled and planned into every school day.		Design and Plan a Covid-19 30 minute Daily PE Timetable; Teachers deliver 30 minutes PE provision daily;		£190			
After school clubs aligned to each Yr Group as a direct result of COVID-19 to provide opportunities for alternative Sports provision.		Planned Yr. Group clubs; Subsidise cost of extra-curricular providers and sports coaches.		£3600			
'WOW' days for pupils to underpin healthy lifestyles and fitness goals using external and internal provision to inspire, enthuse and motivate all ages; levels and abilities.		Opportunities for enrichment days such as healthy living week, daily mile challenges, legacy challenge, healthy tuck shop and School Games day; Sporting personalities and local clubs to share and embed life-long joy of 'Taking Part'.		£400			

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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?:	
Fitness activities developed throughout the school day to support brainbreaks and supplement recovery curriculum during COVID-19 pandemic;		Each class to engage with Supermovers; Classroom movers; PE with the Body Coach or develop mini-5 minute Fitness routines to share and integrate daily.		£480			
Weekly Fitness activities and challenges shared through Newsletters 'Sport Corner'; Class TEAMS; Website and Twitter feeds.		Ensure weekly fitness activities and suggestions for 30 minute physical exercise are promoted at all levels through various media streams within school community.		£90			
Appoint Sport Ambassadors for the school to publicise; support and encourage active lifestyles alongside PE Lead.		Ambassadors job spec produced; Interview eligible pupils from Yr6; Appoint and lead intra school Covid-Safe bubble sports until further Covid updates or Medical guidance is relaxed;		£30			
Purchase Class Covid-Bubble apparatus to supplement and improve daily physical exercise during breaktime periods.		Organise practical apparatus to order and purchase which can be easily set up and utilized within the bubbles; children active and engaged with apparatus during shorter 15 minute breaks;		£470			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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:
To raise profile of PESSPA through dissemination of key information; staff meetings; Socially distanced CPD and linked whole school SIP action.	<ul style="list-style-type: none"> - PESSPA membership; - Disseminate PESSPA updates, newsletters and information termly; - Share key safety and PE risk management information across organization; 	£300		
Celebration assemblies and newsletter reports to ensure all pupils are aware of the opportunities we provide, in addition to highlighting the achievements of children in sports	<ul style="list-style-type: none"> - PlanTEAMs Sports Ambassadors video updates; Sports Ambassadors Exercise videos; Present TEAMs assemblies to to celebrate achievements; Communication with the wider community of sporting achievement. 	£280		
To promote attendance and support for inter schools competitions and activities where Covid-19 allows.	<ul style="list-style-type: none"> - TEAMs video to promote events; TEAMs video to model and demonstrate skills; Children participating in inter-school Covid safe competitions and tournaments. 			
Half-termly intra-House tournaments, events and activities to take place celebrating sports and games which can be played safely under Covid-19 restrictions.	<ul style="list-style-type: none"> - Timetable of Intra-House tournaments set and shared with all KS2 Yr groups for Advent 1; Advent 2; Lent 1; Lent 2; 			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Develop staff confidence for delivering high quality PE lessons and activities.	<ul style="list-style-type: none"> - CPD opportunities for all staff planned across academic year linked to planned units of learning on Long Term School Planner; Covid safe; TEAMS; - Dance CPD modelled across the year to each Yr group and sessions attended by staff to upskill; - Staff meeting time allocated to upskill and develop staff subject knowledge. 	£420		
PE subject leader to attend relevant TEAMS/ Online training under COVID restrictions to assist in the development of PE.	<ul style="list-style-type: none"> - Subject Leader to attend online PE courses/ modules and local PE Hub to maintain and support PE under Covid restrictions; 	£180		
PE subject leader to support and model exemplar planning for staff to follow and resources available to underpin this	<ul style="list-style-type: none"> - PE subject lead to work 1:1 with class teachers to develop and model exemplar PE planning; - PE subject leader to model PE lessons for class groups following COVID-19 restrictions being lifted across class bubbles; 			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
To offer Children a range of opportunities to participate in a activities during lunch times, after school and inter-school events. To subsidise after school provision costs, increasing participation Integrate daily 'Covid-19' class led fitness brain breaks.	<ul style="list-style-type: none"> - All pupils encouraged to take part in extra-curricular activity and increase pupil participation. - Focus particularly on those pupils who do not take up additional PE and sport opportunities. - Use pupil voice to find out which sports pupils would like to engage in. - Share exemplars of planned mini-fitness sessions; - Develop mini-sport leaders to share and lead class based sessions; 	£5400		
To engage children not currently involved in an extracurricular club to receive a pupil voice to establish reasons and how to further engage.	<ul style="list-style-type: none"> - Pupil questionnaires to share ideas and thoughts; - Pupil voice meetings termly to discuss and plan activities and clubs; - Display highlighting the importance of physical exercise and healthy eating 			
To plan the implementation of the 'Daily Mile' or short HIIT workout as part of the school day to increase health & wellbeing along with improved concentration in class	<ul style="list-style-type: none"> - Each class timetable a daily walk and fitness activity to supplement brain break; - Classes timetables identify exercise daily; - Purchase pulse/heart monitors to track and record increased fitness; 	£320		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
Pupils to participate in a range of inter-school competitive sporting events to challenge and develop PESSPA across KS2 following Covid-19 ease of restrictions.	<ul style="list-style-type: none"> - Sign up for relevant competitions for KS2 - Increase pupils participation in School Games- Gold Award 	£360		
To gather evidence for the achievement of the School Games Award Gold.	<ul style="list-style-type: none"> - Use the schools house pointsystem to encourage greater participation in PESSPA. - Collation of evidence; documentation; application; assessment; 	£1200		
To support Sports Leaders in their independence for raising the profile of leadership and sport in school.	<ul style="list-style-type: none"> - Development of termly planning meeting to discuss and share clubs; events and forth coming tournaments; - Sports leaders publicise across the platforms to share and raise profile of sport; 			
To Increase opportunities for pupils to engage in intra-school house competition led by Sports Leaders following Covid-19 school bubbles being relaxed.	<ul style="list-style-type: none"> -Elite organized clubs and games; -Agilitas inter school competitions; - Sports leader organized Covid safe intra-school house tournaments; 			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	Created by: