## Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool Revised November 2019

**Commissioned by** 



Department for Education

**Created by** 





## Witheridge C of E Academy

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





Supported by: 🖑 🎧 📟



## 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> <li>Majority of pupils representing the school at sports festivals during the first two terms.</li> <li>77% year 6 pupils able to swim 25 metres or further</li> <li>60% pupils attending sports-based after school clubs</li> <li>More than 75% of key stage 2 pupils have represented the school in competitive sports competitions this year</li> <li>100% pupils actively engaged in Daily Mile initiative which has seen the children run at least one mile, at least twice a week</li> <li>Successful participation in second year of South Molton Junior Football League</li> <li>Boys' and Girls' teams qualification for the North Devon Finals, finishing 13<sup>th</sup> overall.</li> <li>Successful re-launch of Two Moors Learning Partnership sporting calendar</li> <li>Forest school training for school staff (Due to be</li> </ul>	<ul> <li>Build on PE curriculum by incorporating a range of new sports.</li> </ul>

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? <b>N.B.</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.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%



UK

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No (Due to Covid-19)





## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2019/20	Total fund allocated: £16620	Date Updated	<b>d:</b> 31/07/2020	
Key indicator 1: The engagement of a	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		14%
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> <li>Daily Mile Initiative to engage more children in regular physical activity</li> </ul>	<ul> <li>Assign member of staff to co-ordinate. Re-launch initiative and ensure taking place at least twice per week. Create display, plot route, create target for children.</li> </ul>	£100	Teachers have reported increased focus and concentration in certain pupils as well as a more positive attitude towards PE and school sport	<ul> <li>Investigate cost of Daily Mile running track</li> <li>Assign new member of staff.</li> <li>Re-launch and set new challenges after break from COVID-19.</li> </ul>
<ul> <li>Increase after school sports club provision in all key stages, particularly in key stage one and early years to engage more children in regular physical activity from</li> </ul>	<ul> <li>Sports coach to deliver football club each week.</li> <li>Weekly coach lead sports club for KS2.</li> </ul>	£1500	<ul> <li>62% of KS1 pupils taking part in after school sports club</li> </ul>	
<ul> <li>an early age.</li> <li>Increase numbers of children engaged in physical activity at break and lunch times</li> </ul>	<ul> <li>Sports coach lead sessions at lunch time twice weekly.</li> </ul>		<ul> <li>Improved concentration in lessons.</li> <li>Improved behaviour in the playground.</li> </ul>	<ul> <li>MTA Training for other lunch times to be delivered by Sports Coach.</li> <li>Yearly delivery for Year 5 children/retake for</li> </ul>

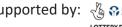
Created by: Physical Education



LOTTERY FUNDED



<ul> <li>Increase numbers of children cycling to school.</li> </ul>	<ul> <li>Bike Ability for Year 5 and 6 pupils.</li> </ul>	£720	<ul> <li>94% of children passed levels 1 and 2.</li> </ul>	Year 6 children to ensure UKS2 are cycling to school.
Key indicator 2: The profile of PESSPA		ool for whole sc	I	Percentage of total allocation: 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> <li>Daily Mile Initiative to improve concentration and focus in lessons and improve pupils' mental health / self- esteem,</li> </ul>	<ul> <li>Assign member of staff to co-ordinate. Re-launch initiative and ensure taking place at least twice per week. Create display, plot route, create target for children.</li> </ul>	£100	<ul> <li>Teachers have reported increased focus and concentration in certain pupils as well as a more positive attitude towards PE and school sport. Children ran the equivalent of the distance from the UK to the International Space Station.</li> </ul>	<ul> <li>Investigate cost of Daily Mile running track</li> <li>Assign new member of staff.</li> <li>Re-launch and set new challenges after break from COVID-19.</li> </ul>
<ul> <li>Increase numbers of children engaged in physical activity at break and lunch times</li> </ul>	<ul> <li>Investigate cost of new playtime equipment</li> <li>Provide PESS training for MTAs</li> <li>Employ specialist sports MTA to work at least 2 times per week</li> </ul>	£700	<ul> <li>Increased levels of physical activity at lunch times</li> </ul>	<ul> <li>Further PESS training for MTAs</li> </ul>
<ul> <li>More children aspiring to take</li> </ul>	• Create 'Sports Board' in	£50	Increased engagement	• Develop role of PE Lead.





part in physical activity across the whole school.	public area of the school.	from children in celebration assembly.	<ul> <li>Continue to update board and encourage</li> </ul>
	<ul> <li>Encourage children to bring in sporting achievement awards from home.</li> </ul>		children to come in.





Key indicator 3: Increased confidence	, knowledge and skills of all staff in	teaching PE and	sport	Percentage of total allocation:
				19%
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> <li>Increase quality of curriculum time PE in school and boost confidence of staff delivering PE</li> </ul>	<ul> <li>Specialist PESS coach employed to work alongside school staff responsible for PE to boost confidence in planning, teaching and assessing schemes of work in PE</li> <li>Forest school training for school staff.</li> </ul>	£2250 £750	<ul> <li>All children in engaged in at least 2 hours of high quality PE and school sport per week during curriculum time</li> <li>Increased staff confidence in delivering multi-skills approach to PE in KS1 and Early Years</li> <li>Incomplete due to COVID- 19</li> </ul>	<ul> <li>curriculum in collaboration with PES coach.</li> <li>Continue to employ specialist coach during next academic year</li> <li>Weekly KS1/EYFS fores school sessions.</li> <li>Half termly KS2 forest school sessions.</li> <li>CPD for teaching staff.</li> </ul>
Key indicator 4: Broader experience c	of a range of sports and activities off	ered to all pupils		Percentage of total allocation 26%
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:



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Additional achievements: <ul> <li>Increase range of Outdoor and Adventurous activities on offer to children across the school</li> </ul> Swimming for KS1/KS2	<ul> <li>OAA focused residential for Year 6 pupils</li> <li>OAA focused activities week for Year 5 pupils</li> <li>Archery course for Year 6 pupils</li> <li>Enter Exmoor Challenge</li> <li>OAA residential for LKS2</li> </ul>	£1100 £500 £380 £150 £1000 £1000	<ul> <li>Cancelled due to COVID-19</li> <li>77% of children in Y6 able to swim competently and confidently.</li> </ul>	<ul> <li>lesson sequence for all pupils to complete orienteering unit of work</li> <li>Audit and re-stock of</li> </ul>



Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocatior
				36%
Intent	Implementation	I	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> <li>Provide high quality competitive opportunities to children in a range of sports.</li> </ul>	<ul> <li>Transport to sporting fixtures</li> <li>Sports Day</li> <li>Girls football tournament</li> <li>TMLP sporting events</li> <li>Friendly dodgeball match with local school</li> <li>Exmoor Challenge</li> <li>NDevon Athletics championships</li> <li>SLA with South Molton Community College for SMLC PESS programme</li> <li>MAT PE co-ordinator</li> </ul>	£5000 £500 £204	<ul> <li>Cancelled due to COVID-19</li> <li>Increased participation of girls at KS1/KS2 football clubs.</li> <li>Finals of girls football tournament.</li> <li>100% of KS2 pupils' participation in TMLP events.</li> <li>Increased attendance at Dodgeball club.</li> <li>Cancelled due to COVID-19</li> <li>Mixed team finished 13<sup>th</sup> in North Devon.</li> <li>100% of pupils in KS1 and 2 represented the school at a sports festival this year</li> </ul>	<ul> <li>Academy Trust (Kwik Cricket, Tag Rugby, Cross Country, Netba Tennis, Volleyball)</li> <li>Develop TMLP competitive sporting events.</li> <li>Host more competitive</li> </ul>

Signed off by	
Head Teacher:	L.Ratcliffe
Date:	31.07.20
Subject Leader:	L.Ratcliffe
Date:	31.07.20
Governor:	
Date:	



