

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by

Cavendish Close Infants
School 20/21



YOUTH
SPORT
TRUST



The contents of this P.E budget spending plan are what we aspired to deliver and the impact we hoped to achieve. However, due to the restrictions of the current and on-going COVID-19 pandemic, we as a school community have not been able to achieve some of the goals. We are hopeful that with the recent Government guidance; the rolling over of budget from the previous academic year and a more 'normal and settled' year from September 2021, we can able to invest the money in developing the physical opportunities within our school.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ High quality new REAL P.E equipment kits have been established for each class bubble to use to support the delivery of REAL P.E lessons. ✓ Outdoor timetable has been implemented throughout school. ✓ Communication with REAL P.E support coach (Jess) has been ongoing. She is eager to come back into school to support teaching staff. ✓ KM to access P.E leader training in order to develop staff's confidence in effectively assessing P.E. 	<ul style="list-style-type: none"> ➤ To develop staff confidence in teaching REAL P.E. To ensure this is a consistent approach throughout school. ➤ To develop our EYFS outdoor classrooms. ➤ To raise the profile of REAL P.E outdoor lessons- become an established REAL P.E Legacy school. ➤ To use staff expertise to encourage competitive sport opportunities within school (football lunch time clubs.) ➤ To develop outdoor physical opportunities for all children across school.

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

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
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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: 2020/2021	Total fund allocated: Approximately £19,000 tbc Spent- £7783	Date Updated: July 2021		
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				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:
<ul style="list-style-type: none"> ➤ To create an engaging outdoor learning classroom for EYFS children to access. For children to consolidate their skills through independent activities. ➤ To create playground markings on each of the playgrounds to support learning and enhance play opportunities throughout the school day. 	<p>Purchase high quality, durable resources to extend learning to the great outdoors. For example large sand/water play.</p> <p>Meet with our professional advisor on appropriate markings (Summer 1 term) Ensure the markings are age appropriate, easily accessible. Number square, number lines, hopscotch, alphabet and rocket (reaching for the stars)</p>	<p>£4,000 (t.b.c)</p> <p>£1,500 (t.b.c)</p>	<p>Finalising legalities with DCC about our school premises.</p> <p>As a school we are hopeful that we can work towards meeting these goals within the next academic year.</p>	

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?:
➤ Develop the skills and knowledge of the P.E lead.	➤ Renew the school's membership to the AfPE.		£115 spent	Membership to the AfPE website allows access to all important P.E documentation; Ofsted reviews, health and safety guidelines and budget spending. It also provides professional resources to support teacher development and high quality provision. This will be embedded throughout school next academic year.
				Continuity and suggested next steps: Continue yearly membership. Updates are valuable tool to support leadership knowledge. Next steps – P.E lead to use AfPE tool in teacher assessment training.

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:
<ul style="list-style-type: none"> ➤ For children to access the equipment in all P.E lessons appropriately, for children to take pride in their equipment and to become sports champions! For staff to be confident in using the equipment to support teaching. 	<p>Whole school audit of resources (class bubble equipment tubs) to support outdoor REAL P.E lessons. K.M to complete audit.</p> <p>Use staff expertise to purchase appropriate and high quality equipment.</p> <p>Encourage ALL staff to ensure that equipment is looked after and stored appropriately.</p>	£2,000 approximately spent- invoices received.	<p>KM completed audited in Summer 1.</p> <p>Class bubble tubs are now used for lunch playtimes.</p> <p>REAL P.E equipment bags are stored in classroom, equipment is high quality and durable.</p> <p>This impacts how both children and staff value P.E in their school curriculum. Used REAL P.E resource list as supporting tool.</p>	<p>To implement 'sports champions' incentives in to monitor P.E equipment.</p> <p>To continue to add equipment to REAL P.E kits as staff confidence increases. Allow children to choose their own equipment for independent challenge.</p>
<ul style="list-style-type: none"> ➤ For all P.E lessons to be quality first teaching. All lessons to involve appropriate feedback, high levels of engagement and high expectations for all children. 	<p>Use REAL P.E scheme as a tool to support teaching.</p> <p>Share good practise between colleagues- observe colleagues when it is safe to do so.</p>	£2,500 2 nd payment of REAL legacy paid in Spring term 2021- invoice received.	<p>Ongoing- to raise the profile of REAL from September 2021.</p> <p>KM to lead 'assessment in P.E' training to support Teachers knowledge and understanding of next steps in P.E</p>	
<ul style="list-style-type: none"> ➤ Continue outdoor REAL P.E lessons with support from Jess. Raise the profile of REAL P.E throughout school. 	<p>Jess has visited school again in Summer 1 term to model outdoor lessons and to support us with the assessment tool.</p>			

<ul style="list-style-type: none"> ➤ For school to purchase a further two years legacy package and additional consultancy days. 		<p>£3168.00 spent July 2021- invoice received.</p>	<p>Desired outcome- For Jess' support to both increase staff confidence and support new staff in the teaching of REAL PE.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: %</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> ➤ To raise the profile of other less popular sports and to get children active! ➤ Develop children's fundamental and dynamic physical skills using our balanceability bikes. Link to bike/road safety. 	<p>K.M to link in with other schools to research engaging outdoor enrichment opportunities (summer term)</p> <p>Balanceability coaches to lead groups of Reception children (COVID compliant) for 2 days in Summer 2.</p>	<p>£2,000 (t.b.c)</p> <p>£200 (t.b.c)</p>	<p>Now planned for 2021/2022 academic year</p> <p>Unfortunately this was not available at a suitable time. Now planned for 2021/2022 academic year</p>	

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:
<ul style="list-style-type: none"> ➤ Children to engage in competitive sports between their peers. Teaching focus – sportsmanship, fairness, challenge and leadership (YR 2 captains.)	Use staff expertise to set up whole school sports challenges whilst being COVID compliant. Euros football challenge- June 2021	No cost to school.	Children understood the value of sportsmanship and teamwork. They were competitive yet fair. There was a ‘buzz’ of excitement around school.	Football competitions to be planned into our schools events every year.
<ul style="list-style-type: none"> ➤ Purchase football goal posts for our new ‘Sports Zone.’ To children to take part in a football club/football challenges.	Meet with school’s professional advisor on appropriate markings (Summer 1 term)	£500 (t.b.c)	Now planned for 2021/2022 academic year.	

Signed off by	
Head Teacher:	Mrs C Diffin
Date:	

Subject Leader:	Miss K Marley
Date:	30.3.21 (updated) 3.7.21 (updated final copy for academic year)
Governor:	
Date:	