

## Evidencing the Impact of Primary PE and Sport Premium

**DfE Vision for the Primary PE and Sport Premium:** “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

**Objective:** To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

**Measure against 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

**Statutory requirement of Ofsted** to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

**You should use the premium funding to:**

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work **with** teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- run sport competitions
- increase pupils' participation in the School Games
- run sports activities with other schools

**You should not use your premium funding to:**

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming

## 2019/20 Sport Premium Improvement Plan

School: Belmont Primary School	No. Pupils KS1/KS2:	Sport Premium Funds	
<b>5 Key Indicators</b> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles ( <i>Play &amp; Engage, DiscME, C4L, five a day, walk to school....</i> ) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement ( <i>strategic develop, leaders, transition phase support</i> ) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport ( <i>lesson support/mentoring, twilight CPD</i> ) 4. broader experience of a range of sports and activities offered to all pupils ( <i>clubs wide variety of curriculum activities</i> ) 5. increased participation in competitive sport ( <i>Intra &amp; Inter</i> )  <b>RAG rating key</b> <span>Emerging</span> <span>Established</span> <span>Embedded</span>		<b>Total Sport Premium</b>	<i>See sport Premium report</i>
		<b>External Specialist Support (Sport Impact)</b>	<i>See sport Premium report</i>
		<b>Other</b>	<i>See sport Premium report</i>

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Successful Retention of Gold School Games Award  Successful running of School Sports Days  Level 1 Competition Success	Aim for Platinum School Games Mark  SMSA & staff actively promoting use of sports equipment in the playground  Year 5/6 Sports Committee/Playground Buddies trained to support 'peers' in physical activity at lunch times:  G&T programme

Key indicator select 1-5	Intent/ Planned Impact	Implementation	Termly review RAG Rate	Impact on pupils (evidence)	Next steps (sustainability)	Funding Allocated £
<b>*NOTE: Please remember to upload to your website</b>						
1.	Review and update PE Curriculum	<ul style="list-style-type: none"> <li>Set programme of extra-curricular</li> </ul>		SAS - Numbers of children engaged in physical activity; particularly at lunch time and after school increases:	Will need to be reviewed continuously	

1 (cont'd)	<p>SMSA &amp; staff actively promoting use of sports equipment in the playground(s):</p> <p><b>SAS:</b> Year 5/6 Sports Leaders trained by Sport Impact to support 'peers' in physical activity at lunch times:</p> <p><b>Extra Curricular A/S clubs available to all year groups</b></p> <p><b>SAS:</b> 'Girls Active' programme developed (PW):</p> <p>Inclusive activities available for SEND children (SI calendar):</p> <p><b>SAS:</b> All children experience Level 1 competition within their PE curriculum lessons (end of unit):</p> <p><b>New Sports Council members Set up</b></p>	<p>activities for all year groups</p> <ul style="list-style-type: none"> <li>Identify Pupil Premium / less active children and encourage to attend clubs:</li> <li>Maintain 2 hours of PE per week for all classes: ensure updated Curriculum Map is referenced</li> <li>Liaison with lunchtime sports staff to set up / deliver clubs:</li> <li>Meeting schedule with Sports Council set to review activity programmes;</li> <li>SEND children informed of all available activities &amp; scheduled SI competitions (SJ):</li> <li>Sports Leaders trained / deliver programme of lunchtime activities (PW):</li> <li>Liaison with class teachers to identify 'target' girls for specific Girls Active programme IG</li> <li>IG to manage Sports Council meetings (dates set):</li> </ul>		<p>Wider range of activities available for all children:</p> <p><b>Sports Leaders developing additional skills and responsibilities through the year:</b></p> <p><b>SAS</b> - All lunchtime sports staff engaged in physical activity delivery:</p> <p><b>All children participate in at least 1 club / activity per term:</b></p> <p>All children experience participation in competitions at Level 1:</p> <p><b>SAS - More Girls engaged in Physical Activity programmes: all KS 2 girls offered chance to attend Girls Active club:</b></p> <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> <li>Registers</li> <li>Minutes of meetings</li> <li>Survey results (Sports Council)</li> <li>Feedback (written &amp; verbal)</li> <li>Meeting notes from SENCO</li> <li>Records of Level 1 competitions completed from all year groups</li> </ul>	<p>depending on guidance regarding CV-19</p> <p>Update tracker and monitor.</p> <p>Continue with half-termly interhouse tournaments, Daily Mile, physically active clubs, PP physically active club, Breakfast Club physical activity club, Gross Motor skills, boccia ball intervention.</p> <p>Group began but cut short due to CV. Will continue with group on return when safe to do so and will begin Girls Active programme when appropriate.</p> <p>BG begin this but cut short due to CV. Update school display to make the predominant within school.</p>	
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2.	<p><b>PE recognised as a key subject to support whole school development:</b></p> <p>Sports Council having greater influence on PE / Extra-curricular policy in the school:</p> <p>Sports Day given even bigger focus for whole school / <b>SAS</b> celebration:</p>	<ul style="list-style-type: none"> <li>All PE documents aligned with whole school policies and areas of development:</li> <li>Sports Council given greater profile / importance:</li> <li>Regular celebration of individual successes (PE lessons / <b>SAS</b> 'Mile a Day' / school team successes etc):</li> <li>Sports Leader programme / training continues throughout the year:</li> <li>Set regular report dates for PE / <b>SAS</b> information into newsletters / web site:</li> <li>Invite 'agencies' to promote health &amp; wellbeing at sports day:</li> <li>Completion of Gamesmark application:</li> <li>Maintain registers from all activity areas:</li> </ul>		<p><b>Regular focus on PE / Physical Activity programmes:</b></p> <p>PE recognised as a key subject to deliver most topics (cross-curricular theme based):</p> <p><b>Pupil voice (Sports council) seen as important channel to share children's views on whole school issues:</b></p> <p>Children understand / accept the importance and value of all PE / Physical Activity (<b>SAS</b>) programmes as part of their healthy, active lifestyles:</p> <p><b>Greater involvement of children &amp; parents at sports day:</b></p> <p>All children engaged in <b>SAS</b> programmes throughout the year:</p> <p><b>PE / school sport / SAS programmes achieve higher profile &amp; recognition across the school:</b></p> <p>Recognition of more sporting achievements from across all ability bands:</p> <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> <li>PE documentation aligned with whole school development policies:</li> <li><b>SAS</b> programmes incorporated into all Healthy School focus areas:</li> <li>Sports Council minutes shared with children / SLT / Governors / Parents:</li> <li>Notice boards / newsletters / website highlight all aspects of PE / Physical / <b>SAS</b> programmes:</li> </ul>	<p>Faces of Sports council and add dates for meetings added to school PE noticeboard.</p> <p>CV – delivered remotely this year and successful with the help of staff, parents and Sport Impact ideas.</p> <p>Moved onto Gold for next year. This year voided but maintained Gold Level. Work to begin to move onto platinum for next year.</p>	
2 (cont'd)	<p><b>SAS</b> becomes part of daily school life:</p> <p><b>Delivery of successful whole school Sports days:</b></p> <p>Aim towards Platinum School Games award:</p>					
3	<p><b>All teaching staff become confident &amp; competent in the delivery of PE curriculum (GETset4PE)</b></p>	<ul style="list-style-type: none"> <li>Programme of support planned, delivered &amp; evaluated by PW to all staff throughout the year:</li> <li>PW to deliver demonstration lessons</li> </ul>		<p>Standards of PE delivery and provision improve:</p> <p>Individual, high quality PE lessons are delivered by teachers:</p> <p>Activity levels in all PE lessons increase:</p>	<p>Possible INSET in September for all staff regarding updated changes to CV-19</p>	

		<p>/ team teach through a 6-week programme of support:</p> <ul style="list-style-type: none"> <li>• Time allocated to give feedback / areas of development:</li> <li>• INSET delivery by PW in target areas</li> <li>• Links made between curriculum activity and <b>SAS</b> programme(s):</li> </ul>		<p>Confidence and competence of all staff (specifically NQT's) increase:</p> <p>All children receive a positive learning experience in all lessons - evidenced through verbal feedback:</p> <p>Children make progress in all lessons:</p> <p>Independent Learning opportunities, peer assessment personal challenges are included in all PE lessons:</p> <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> <li>• Observations, Feedback and written lesson reviews:</li> <li>• Link to school Perf. Man agenda:</li> <li>• Possible video evidence used as a method to improve teaching / learning standards:</li> <li>• Discussions with children:</li> <li>• Development of Assessment criteria based on revised curriculum programme</li> </ul>	Planned for summer term but CV	
4.	<p><b>G&amp;T course designed for Years 3/4/5/6</b></p> <p>SMSA &amp; Lunchtime sports staff actively promoting use of sports equipment / areas with all children:</p> <p><b>Sports areas (playground and Field) utilised to its full potential:</b></p> <p>Revised extra-curricular programme implemented across the school:</p> <p><b>Sports Council survey to review extra-curricular activity successes:</b></p>	<ul style="list-style-type: none"> <li>• Review of current Curriculum Map:</li> <li>• Include all Level 1 Competition opportunities in all units of work:</li> <li>• Monitoring system developed to track all participants:</li> <li>• Create lunchtime 'Activity Programme' for all year groups:</li> <li>• Develop additional links with external clubs (Gamesmark Gold):</li> <li>• Sports Council to survey children re: extra-curricular programme successes and developments:</li> <li>• <b>SAS</b> - Staff survey re: availability to deliver</li> </ul>		<p><b>Curriculum programme reflects current thinking:</b></p> <p>All children experience Level 1 competition regularly:</p> <p><b>New activities are introduced to cater for all needs / abilities:</b></p> <p>Greater engagement of girls in activity:</p> <p>More children participating in activities after school:</p> <p><b>More Club Links developed:</b></p> <p>More involvement of HIU children in all activities:</p> <p>Evidence will come in the forms of....</p> <ul style="list-style-type: none"> <li>• Revised Curriculum Map downloaded onto shared area:</li> <li>• Staff INSET to raise awareness of changes / expectations for all staff:</li> <li>• Registers of all participants maintained and collated:</li> </ul>	<p>-Worked last year and successful. Continue with new staff members/year groups</p> <p>-playgroup development to allow space to be utilised more after the summer</p> <p>-Next year focus with school sports leaders Duke Meadows, Harlequins – come in to deliver programme</p> <p>-Survey children in Aut term to begin monitoring of activities and link with MiMove</p>	

		extra-curricular activities: <ul style="list-style-type: none"> <li>Dukes Meadows Tennis coaching</li> </ul>		<ul style="list-style-type: none"> <li>Sports Council monitor activity choices and amend if necessary:</li> <li>Extra-curricular registers:</li> </ul>	-Link to MiMove pilot  - Matthew Syed – scientific based, control group to pinpoint what really works  - Continue sports committee meetings every two/three weeks.	
5.	<p>Greater numbers of children participating in Level 2 competitions throughout the year:</p> <p>Leaders trained to support curriculum and competition delivery at Level 1:</p> <p>SAS: Completion of additional B &amp; C team competitions at Level 2:</p>	<ul style="list-style-type: none"> <li>IG to check SI Competition Calendar to identify Level 2 competition entries:</li> <li>Identify Inclusive activity competitions:</li> <li>Selected events (activity, venue &amp; dates) shared with SLT for agreement:</li> <li>All Level 2 dates included in the school Calendar:</li> <li>PE notice board updated regularly with event information:</li> <li>Parents informed via newsletters / web site etc:</li> <li>Leader training programme compiled and agreed by SLT: class teachers informed:</li> <li>B &amp; C team fixtures arranged:</li> </ul>		<ul style="list-style-type: none"> <li><b>Children given the opportunity to represent their school at Level 2:</b></li> <li>Try to represent at all 6 Cluster Events throughout the year:</li> <li><b>Additional inclusive activity events entered eg Boccia / Pentathlon:</b></li> <li>All children participate in com- petition experiences at Level 1:</li> <li><b>SAS - All children participate in regular physical activity through competitions:</b></li> <li><b>More children experience Inter (Level 1) competitions:</b></li> <li>Leadership responsibilities given to all children to manage lunchtime competitions:</li> <li><b>SAS - More Girls (via Girls Active programme) active through the school:</b></li> </ul> <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> <li>Match reports etc:</li> <li>Photos on Sport Notice Board / web site:</li> <li>Results and reports shared in school assemblies:</li> <li>Leader register maintained</li> </ul>	-Working with other staff members worked really well in order to enter and take children to competitions.  -Specific programmes and evidence results to help us going forward.	

<b>Name of Sport Impact Specialist:</b> Peter Whitfield	<b>Headteacher signature:</b>	<b>Date:</b>	<b>PE Subject Lead signature:</b> Matt Powell	<b>Date:</b> 16/7/20
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	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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

**Meeting national curriculum requirements for swimming and water safety**

**Sport Impact - External Specialist Support**