

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
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| Meeting national curriculum requirements for swimming and water safety.  |   |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> | <p>Not applicable – as an infant school, we do not have swimming provision in our curriculum.</p> |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  |   |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  |   |
| 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?  |   |

ROSE GREEN INFANT SCHOOL

| <b>Academic Year:</b> 2019/20   | <b>Total fund allocated:</b><br>£22,031 (inc c/f)  | <b>Date Updated: February 2020</b><br><b>Final Review: July 2020</b>                        |  |   |
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| <b>Key indicator 1:</b> 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:<br><b>30.4%</b>   |
| 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:  |
| Children will be active for at least 30 minutes per day at playtimes, lunchtimes, PE lessons and during lessons where possible and appropriate.   | <ul style="list-style-type: none"> <li>• Play times are active with various equipment offered to children.</li> <li>• PE is taught 3 times per week, 2 indoor sessions and 1 outdoor.</li> <li>• Where possible teachers make lessons active to include maths and literacy. Including 'Jump Start Jonny' and other online tools for learning breaks.</li> <li>• We intend to train Lunchtime Supervisors so that they can organise and play games with the children at lunchtimes.</li> <li>• Use of playground equipment to support outdoor learning and physical activity, in a safe way.</li> </ul> | <p>£200 (JSJ Membership)</p> <p>£550 (supply costs)</p> <p>£300 (Resources)</p> <p>£200</p> | <p>Since the last review, the country went into lockdown due to the Covid-19 pandemic. From 23 March to 31 May, the school was only open to children of key workers. All children were active for at least two hours a day, spending a lot of the time outside. The Reception cohort returned to school on 1 June and since that date, each child in school has 2 x 25 minutes of active time outside. We have not been able to teach formal PE lessons since lockdown. The children have also had lots of opportunities for inside activities such as Jump Start Johnny, Kid's Yoga and Joe Wicks Workouts to start off their day during lockdown and partial re-opening. The plan to retrain Lunchtime</p> | <p>Continue developing active learning in other curriculum subjects as part of the development of the new SOW – Sep 2020 onwards</p> <p>Consider the continued use of Joe Wicks, yoga, etc. beyond the lockdown and partial re-opening period – Sep 2020 onwards</p> <p>Reschedule training for lunchtime supervisors when OK to do so – 20-21 academic year</p> <p>Member of staff to complete Forest School face to face training and complete set up of the Forest School in our grounds, ready to start sessions with children January 2021</p> |



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|  | <ul style="list-style-type: none"> <li>One teacher will train for forest school, to continue to access our outdoor learning areas and to further develop physical skills.</li> <li>We will buy some climbing equipment for the playground. This will be accessible to all children during playtimes.</li> </ul> | <p>£1050 training cost<br/>x8 supply days<br/>=£1400<br/>£1,000 for tools and equipment - initial set up.<br/>Total = £3450</p> <p>£2000</p> | <p>Supervisors has been moved into the next academic year, once the imposed restrictions are all lifted and we can go back to delivering a normal day, without the need for social distancing.</p> <p>Forest School training was postponed until Autumn 2020 due to the pandemic, so this will now roll into the next plan, although all the equipment has been purchased in readiness. As we have not been at school, we have not purchased any climbing equipment for the playground, so this will also be considered as part of the next plan.</p> |  |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |   |  | Percentage of total allocation:  |
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|  |  |   |  | 51.1%  |
| 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:   |
| PE, physical activity and sport will continue to have a high profile in school. Children will continue to enjoy lessons and be inspired to take their learning out onto the playground during playtimes, and to after school clubs. All staff will feel confident to include daily physical activity as part of their lessons and daily routines. Teachers will lead by example. | <ul style="list-style-type: none"> <li>By buying into the WSWSSP we are able to offer children a wide range of activities through PE lessons and off site inter school events.</li> <li>Teachers attend regular CPD which develops confidence and also enables the introduction of new sports skills, games and activities.</li> <li>We will continue to teach 3 sessions of PE per week, one outside.</li> <li>We will continue to teach a range of sports, skills and activities, many linked to topics in other areas of the curriculum.</li> <li>The PE Leader will use non-contact time to organise, plan and evaluate the teaching of PE and sport across the school.</li> <li>Teachers will continue to be role models, wearing appropriate, standard kit.</li> </ul> | <p>£10,500<br/>(2 year Membership)</p> <p>£525<br/>(Supply costs)</p> <p>£231</p> | <p>Children are always keen and enthusiastic to take part in PE activities. The Year 2 dance club audition was attended by 30+ children, there were 16 places. Their performance then impacts other children, wanting to take part next time.</p> <p>Despite being in lockdown and then only being partially open, we have continued as a school to work at improving our provision, including with the children who were being educated at home by their parents and carers. In July 2020 we were awarded the Quality Start Platinum Plus level, which we are of course thrilled about.</p> <p>We have not been able to run any after school clubs but we have all been very active with the children we have had on site, and led by example, for example joining in the daily Joe Wicks Workout!</p> <p>Some teachers have still accessed</p> | <p>Continue to attend CPD offered by the WSWSSP – ongoing</p> <p>Attend off site inter school events once it is safe for these to be run again</p> <p>PE leader to share new scheme of work, ideas for assessment and progression of skills with colleagues in staff meetings over Autumn 2020.</p> <p>Further develop and implement assessment in PE for a full roll out ready for the 21-22 academic year</p> <p>Purchase staff PE kit – when able</p> |

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|  |  |  | <p>the available CPD from the WSWSSP, albeit virtually online. Our PE leader used a lot of her time during lockdown to work on the development of PE across the school, which she is ready to share with colleagues from September 2020.</p> <p>We have not been able to purchase staff PE kit so this action will roll into the next plan.</p> |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                      |  | Percentage of total allocation:   |
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|   |  |                      |  | 7.6%  |
| 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:  |
| Teachers will continue to increase their knowledge and skills when teaching and planning PE lessons by attending CPD, and through training from PE lead and SSP staff during staff meetings and demonstrations lessons. | <ul style="list-style-type: none"> <li>Teachers attend various CPD which develops confidence and skills when teaching PE.</li> <li>Teachers will be trained and supported in the use of the new 'REAL PE' scheme.</li> <li>Our SSP package includes support from a specialist PE teacher who teaches 3 classes one morning per week alongside the class</li> </ul> | £1500 (supply costs) | <p>Teachers and children have loved REAL PE. It has impacted the fundamental physical skills of the children. The lessons are fun and enjoyable. Teachers feel secure in the teaching of them because they had adequate training.</p> <p>The specialist PE teacher supported lessons in KS1. During lockdown she regularly sent us ideas to send home to families. She supported teachers previous</p> | <p>Continue to develop teacher knowledge and skills through attending appropriate CPD run by the SSP but also in house, run by our PE leader if appropriate – Sep 2020 onwards</p> <p>Continue to use the PE specialist teacher from Sep 2020</p> |

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|  | <p>teachers, providing expert teaching and CPD for teachers.</p> <ul style="list-style-type: none"> <li>• PE coordinator will attend PE conference, this provides further opportunity to acquire new skills and sports for teaching back in school, and increases knowledge and understanding needed for the organisation and implementation of PE in school. It is also an inspirational day, celebrating PE and sport in schools, which transfers back to staff and pupils.</li> </ul> | <p>£175<br/>(supply cost)</p> | <p>experience and gave them new ideas.</p> <p>The PE conference supported the PE leader by enabling her to learn more about the sports premium and how it is spent. She attended sessions about various training for new sports and games and was inspired by the speakers.</p> | <p>PE leader will attend next year's PE conference</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |   |  | Percentage of total allocation:   |
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|  |   |   |  | 7.5%  |
| Int ent  | 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:  |
| PE planning will include the teaching of dance, gymnastics, games, tennis and Real PE. During sports week teachers will try other sports and activities such as cheerleading, tag rugby, skipping, football etc. They will be inspired and encouraged by CPD that has been attended. | <ul style="list-style-type: none"> <li>We offer a very broad range of sports and activities and many of these are supported by our after-school clubs. For example, children learn basic tennis skills. Those who want to can further develop skills at 1 of 2 after school tennis clubs.</li> <li>During Sports Week teachers will provide opportunities for children to try out new games and sports, some which teachers have learnt during CPD.</li> <li>PE coordinator will take a group of children to 'Dance House' to perform on stage in front of an audience. This keeps the profile of dance high in school and enables boys and girls to get involved who otherwise may not.</li> <li>All year 2 children will be offered a 6 week fencing course.</li> </ul> | <p>£300.<br/>(Sports week resources.)</p> <p>£450<br/>(props, costumes and supply cover.)</p> <p>£900</p> | <p>Up until lockdown, children have enjoyed after school clubs. They have been able to practise and develop skills learnt in lessons and they have been able to work to achieve awards. This year we have offered all PP children two funded clubs per week, most of which are sports clubs.</p> <p>Sports week was unable to go ahead due to the pandemic situation.</p> <p>Children were unable to perform at dance house. It was cancelled 2 days before due to the pandemic but they did perform it at school. It was a great success and it inspired and excited the audience into being part of it next year.</p> <p>Y2 children attended fencing, an opportunity to try an unusual sport that they otherwise might not have accessed.</p> | <p>Once we are able to safely run clubs again, find a different after school club, other than football, Zumba, tennis, gymnastics or fencing, to broaden our offer further</p> <p>Continue to offer fencing to next year's Y2 cohort once safe to do so</p> |



| Key indicator 5: Increased participation in competitive sport   |   |   |   | Percentage of total allocation:   |
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|   |   |   |   | 3.4%  |
| 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:  |
| Children will learn to be competitive against themselves and others. They will be encouraged to challenge themselves, by being encouraged to become competitive against themselves. This will also impact learning in other curriculum areas. | <ul style="list-style-type: none"> <li>All children will be given the opportunity to take part in one off site inter-school activity, where they are able to practise and perform skills learnt and practised in lessons at school. KS1 children will be encouraged to be competitive against their own performances and that of others. An extra cost is the coach to return to school.</li> <li>All children will take part in sports day, where they are encouraged to perform independently and as part of a team.</li> <li>We have introduced 'Real PE' which has a focus of being active through learning the fundamental skills required to be successful in physical activity and sport.</li> </ul> | <p>£600<br/>(coach costs)</p> <p>£150<br/>(resources)</p> | <p>These events were planned but we were unable to go ahead due to the lockdown.</p> <p>We were unable to go ahead with sports day.</p> | <p>Engage in next year's programme of events, once we are allowed to do this again</p> <p>Consider how we could have more intra school competitions</p> <p>Continue developing our Real PE, encouraging children to improve on their own personal bests</p> |