

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Rockcliffe First
School 2020-21



Review: May 2021





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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>We continued to build on children’s (and staff members’) enthusiasm about physical activity right across school, and encouraged families to prioritise this aspect of teaching and learning, and of wellbeing, during periods of home learning. We continued to offer Daily Mile walks or runs in the playground, and celebrated the efforts of children who took part at home. We also continued to offer varied sporting/physical activities over playtimes and lunchtimes, twice-weekly PE lessons, etc., although activities after 20 March took place within bubbles. Our termly Big Health Days took place as planned in the autumn and spring terms; they remain extremely popular, and children love the whole-school aerobics sessions at the start of each event.</p> <p>Children, from Year 1 to Year 4, continued to become more confident when taking part in inter-school competitions. Teachers and TAs noted pupils adopting a more competitive approach to team games during these activities. We were able to follow our usual programme of training and events in the autumn and spring terms, although a Year 3 dodgeball festival was cancelled, and Year 4 children were able to take part in outdoor and adventurous activity challenges during a residential visit to Robinwood. Year Four children were also all able to attend swimming lessons over two terms.</p> <p>Our new PE/Sports Lead attended a number of CPD sessions across the year (online in the summer term) and became more confident and knowledgeable within the subject and role. She began to provide highly-valued support to her teaching and non-teaching colleagues, and directed our PE Apprentice very effectively so that she could support pupils and staff across school.</p>	<p>We continue to seek ways in which to extend our physical activity offer, especially given our limited outdoor facilities. We are hoping to consolidate the Daily Mile activities by making space for whole-class participation over the course of the teaching day, and encouraging even more children to take part in them during playtimes and lunchtimes. This continues to be an objective of ours; the impact of Covid has made the limitations of our outdoor space clearer than ever.</p> <p>Rockcliffe pupils are still not achieving a great deal of success in terms of being placed in gold, silver or bronze positions at competitive events. We will aim to further develop relevant skills and attitudes and to strengthen our Rockcliffe Learning Superpowers, in order to “go for gold” in the School Games 2021-22.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 July 2021.

Academic Year: September 2020 to July 2021	Total fund carried over: £2524	Date Updated: 11 May 2021		
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total Carry Over Funding: £2560
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Increase physical activity for all children across school, both within lesson time and at other times of the school day.</p> <p>Encourage children and their families to stay active.</p> <p>Increase the confidence and competence of staff, so that pupils enjoy PE teaching of a high standard and make good progress.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>More active play over the lunchtime period is encouraged via the deployment of additional midday supervisors and of the PE Apprentice;</p> <p>Teachers improve their confidence, knowledge & skills following INSET, support & challenge from the new PE/Sports Lead. She will be released to attend training to help her develop her role, so that she can provide effective leadership for colleagues.</p>	<p>Carry over funding allocated: £2560 (£36 over)</p> <p>PE Apprentice costs below – not included</p> <p>2 x midday sups (EYFS & KS2) 6.5hrs/wk Sep-Mar: £1936 (other half of £3872 cost in 20-21 - details below)</p> <p>Cost of PE lead release: HLTA 4 days @ £156: £624</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Our determination to maintain focus on PE/Sports during the varied learning situations at home and in school between March 2020 and March 2021 (and beyond) meant that children continued to display enthusiasm and some degree of skill and stamina. However, it will be necessary to ensure that gaps in learning continue to be identified and addressed.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>All key indicators remain important and the priorities we have identified remain valid. We will continue to focus strongly on the engagement of all pupils in regular physical activity as this is key to their physical, mental and emotional wellbeing – now more important than ever.</p> <p>Key indicator 5 – increased participation in competitive sport – has been the most difficult aspect of our practice to manage over the past four terms but we have provided some online activities and look forward to “real life” involvement soon.</p>

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? We do not have Year 6 pupils but Year 4 children usually attend swimming lessons during two terms each year. Pupils have been unable to access lessons due to the COVID-19 pandemic so were not assessed.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? See above.	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? See above.	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

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: £17800 £18243 SPENT in 20-21		Date Updated: 11.05.21					
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					<p>Percentage of total allocation:</p> <p>81.4%</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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<p>Children will understand the importance of being physically active and will be enthusiastic about taking part in daily physical activity.</p> <p>Children and their families will be encouraged to stay active outside school, whilst choosing sustainable and safe travel options, by walking, cycling or scooting to school as often as possible.</p> <p>Children will develop the knowledge, skills and fitness required to take part in a wide variety of sports and types of physical activity, across each week, with increasing skill and enjoyment.</p>		<p>We will employ a PE Apprentice to:</p> <ul style="list-style-type: none"> work alongside teachers to support the delivery of high-quality PE lessons across school; lead physical activity for all children in Y1-4, and in the EYFS, during playtimes and lunchtimes; help deliver after-school sports clubs, alongside members of local coaching companies/school staff; lead physical activity for children attending our out of school club; encourage participation in the Daily Mile, Big Health Days, etc. <p>We will encourage more active play over the lunchtime period via the continued employment of additional midday supervisors;</p> <p>We will purchase high-quality resources to enhance pupils' experiences of a wide range of physical activities, and will maintain those resources appropriately.</p>		<p>£8300 PEAK – PE/Sports Apprentice</p> <p>2 x midday sups (EYFS & KS2) 6.5hrs/wk Sep-Mar: £1936 (other half of £3872 cost in 19-20 - details above) + 2 x 6.5hrs Apr-July: £2890</p> <p>Apparatus & RoSPA safety inspections £299 Resources £1062</p>		<ul style="list-style-type: none"> All pupils have 2 hours of PE lessons per week, led by a class teacher with the support of the PE Apprentice; Almost all children are active during play times and lunchtimes (45 minutes/day); More Kids' Club pupils are taking part in PE/sports activities after school; Pupils show increased enthusiasm for the Daily Mile; Children demonstrate their understanding of health issues, including those relating to physical fitness and sport, during informal surveys and Q&A sessions during Big Health Days & in PE lessons; PE assessments show pupil progress & attainment; Most children continue to walk/ cycle/ scoot to school. 		<ul style="list-style-type: none"> Our new PEAK PE Apprentice began working at Rockcliffe in April and will remain with us until December 2022; We will ensure that the outdoor space & two halls are adequately resourced & promote/allow involvement in a variety of activities; We will continue to work closely alongside local coaches & NTC personnel; We have continued to deploy 2 midday supervisors to support physical activity at lunchtime, working within the Reception & Y4 bubbles. They will work more generally from June 2021; KS1 and KS2 after-school clubs have been suspended since March 2020 – we will work to ensure they resume in September 2021. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				% of total allocation: 10.9%
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: £1948	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Greater confidence/ competence of staff will result in pupils enjoying PE/sports teaching of a high standard, and making greater progress as a result.</p> <p>Teachers will ensure that almost all pupils meet the early learning goals for physical development in the EYFS framework and the national curriculum attainment targets for PE in KS1, and that they work towards those in KS2. Those children not able to meet those standards will be supported to attain at an appropriate level.</p>	<p>Teachers improve their confidence, knowledge & skills via:</p> <ul style="list-style-type: none"> attendance at LA-led training (online during 2020-21); team teaching alongside local sports companies' coaches; team teaching alongside the PE Apprentice; <p>Release of PE/Sports Lead to attend training online/ support colleagues/ prepare resources. Our apprentice will lead staff CPD in dance & other aspects of PE.</p>	<p>PEAK costs as above PE SLA £700 Cost of PE lead release: HLTA 8 days @ £156: £1248</p>	<p>Scrutiny of planning and discussion with staff and pupils show an increase in confidence amongst teachers and a willingness to lead sessions in a wider range of PE/Sports activities.</p>	<p>New PE lead (in 19-20) to continue to attend appropriate training, including LA network meetings, and work alongside SLT to ensure continued provision/ positive impact of high-quality CPD. This took place remotely from April 2020.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport			% of total allocation: 10.2%
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: <u>£1808</u>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Continue to increase, and maintain, the number and range of sports coaching sessions for children across school. Continue to increase involvement in competitive sports opportunities.	Our PE Apprentice will: <ul style="list-style-type: none"> • lead physical activity for all pupils during breaks/over lunch; • help deliver after-school clubs offering a range of activities, including dance, alongside members of local coaching companies/ school staff; • lead a variety of physical activities for children attending our out of school club; • encourage participation in the Daily Mile, Big Health Days, etc. More pupils will gain experience of a broad range of sports and activities, and take part in online competitive sports activities, via: <ul style="list-style-type: none"> • Involvement in a local programme of activities led/coordinated by NTC; • Involvement in local skipping festivals as available; • Involvement in a programme of coaching and competitions for Year 3/4 pupils in Whitley Bay; • Involvement in tennis coaching, and other sports. 	Costs of PEAK PE Apprentice as above; NTC PE SLA as above; Access to online resources & activities free; Beverley Park/ C Caldeira coaching: <u>£1208</u> Access Coaching Aut 20/ Summer 21: <u>£600</u>	<ul style="list-style-type: none"> • All children in Years 3&4 took part in at least one inter-school ONLINE competitive sports event during the year; • All children in Years 3 & 4 received at least 6 hours of specialist coaching in 2 (not 3 as planned) sports; • all children from YR to Y4 took part in tennis taster sessions & all Y4 children received weekly specialist coaching in tennis & other sports in the autumn & summer terms; • existing & additional coaches were used to support staff across school so as to ensure EYFS/KS1 pupils able to enjoy intra-school competition; • Big Health Days in autumn & summer terms used to ensure children experienced a range of different competitive sports; • Signposting to a range of high-quality PE/ sports activities during partial closures helped maintain pupils' focus at home.
			Sustainability and suggested next steps: Continue to provide a range of sports activities, especially via involvement in NTC events and those organised by local coaching companies

Signed off by	
Head Teacher:	Mrs Sharron Colpitts-Elliott
Date:	11.05.21
Subject Leader:	Miss Carly Thompson
Date:	11.05.21
Governor:	Mrs Annamarie Tooke and Mrs Mary Evans (Chair of Governors)
Date:	11.05.21