

**Cotton End Forest School**

**Evidencing the impact of the Primary PE and Sports Premium Funding**

**2020-2021**

Created by: Supported by:

**Details with regard to funding**

Please complete the table below.

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| **Financial Year:** | 20/21 |
| **Total Funding Allocation:** | £17,360 + £8,488 underspend from 19/20(£25,848) |
| **Actual Funding Spent:** | £10,188.38 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study** |  |
| 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.Please see note above | 70%13 out of 19 children. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above | 65%12 out of 19 children. |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 42%8 out of 19 children. |
| 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? | Yes/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.

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| **Academic Year:** 2020/21 | **Total fund allocated:** | **Date Updated:** |  |
| **Key indicator 1:** The engagement of all 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 | Total allocation: |
| £2,350.93 |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| To increase participation in physical activity at break and lunch times, and during lesson time, to contribute to the aim of all children having at least 30 minutes of physical activity a day.  To encourage daily physical activity in school.To purchase equipment to enable the effective delivery of the PE curriculum.To provide pupils with the skills and confidence for all kinds of cycling to ensure it is a healthy option of mobility as part of their lifestyle.To enable children to recognise the benefits of a healthy lifestyle and what small actions they can take to improve their own life styles.To provide children in EYFS with good quality outdoor provision.  | Purchase and organise new playtime equipment to ensure 7 sets of equipment are accessible at break and  lunchtime for each year group. 5 a day license for use in class daily to assist physical activity and wellbeing.Purchase new sports equipment to replace any broken or damaged equipment; to increase the quantity of our equipment as the school grows. Operate the Government approved ‘Bikeabilty’ programme.To purchase the 1Decision PSCHE scheme for Year R-6, and for nurture group activities. Enabling children in EYFS to develop their physical education skills through continuous provision.  | £592.61£268.00£890.42£0£520.00£79.90 | Playtime equipment was maintained and replenished.Sports leaders to be elected from each class to undertake responsibility for play time equipment. Pupils play safely within a controlled and safe area. Nursery – year 6 pupils participate in 2 active blasts/movement breaks throughout the school day- this was particularly necessary after returning to school post-lockdown. Children all had access codes to promote further physical activity whilst at home during lockdown.Children will have access to appropriate and correct equipment for use in their PE lessons. Bikeability took place for children in Years 5 and 6 but could not take place for Year 3 and 4 due to COVID. 16 children in Years 5 and 6 took part in Bikeability this year. Children will advance their emotional awareness, concentration and focus, through developing mindfulness skillsChildren will have relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.Children will understand the differences between making a safe and unsafe decision. Children in EYFS are able to independently access equipment to support and develop their physical, fine, and gross motor skills.  | Elect sports leaders from each class/year group to maintain sports equipment; ensure it is put away and stored correctly; inform PE lead or class teacher if anything is lost or damaged. Ensure all children are aware of playground and playtime rules.Continue to subscribe yearly, as active learning breaks are effective for all children and adults and contribute towards children’s good mental health and wellbeing. Ensure equipment is well cared for and put away correctly. Take an inventory of all equipment in the PE store.Rebook level 1 for children in Years 3 and 4 for next academic year. Enquire as to whether any ‘Bikeability’ courses are available for children in KS1. Consider what equipment may be needed for nurture groups to run effectively and smoothly.Consider the impact of developing children’s skills through continuous provision.Ensure equipment is treated appropriately. Inventory to see what other equipment is needed for EYFS provision.  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Total allocation: |
| £6,709.50 |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Premier Sport Education to provide a range of good quality sports clubs for all children.Develop the range of sport-specific lessons taught through PE. | Children will have access to a variety of good quality sports activities after school.Use the Get Set 4 PE scheme trialled in KS1 and EYFS to develop the range of sports being taught.  | £6,709.50 (included in price of Premier Sport Education package). £0 | After school clubs did not take place this academic year. Teachers ensured that during lockdown their children still had access to good quality PE and movement activities – provided by Premier Sport Education. Children have developed an interest in a wider range of sports. | Ensure that there is a good range of after school sports clubs available next academic year.Continue using Get Set 4 PE next academic year.   |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Total allocation: |
| £6,709.50 |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| CPD support for all teaching and support staff through Premier Sport Education, resulting in increased confidence of staff and enjoyment of lessons for children. Trial a new PE scheme for children in EYFS and KS1 | Staff to observe the teaching of sessions by Premier Sport Education to upskill their knowledge and understanding of PE delivery. Trial Get Set 4 PE scheme in Reception, Year 1 and Year 2 in order to provide a different teaching style for children and provide a new and broader range of sports taught.  | £6,709.50£0 | Children are engaged more in sport specific PE.Assessment across the school is now easily reviewed.Progression in different areas of PE is more evident. Staff in EYFS and KS1 are now feeling more confident in delivering Quality First teaching. Pupil voice shows children enjoy PE lessons and are engaged. | PE Lead to regularly observe Premier Sport Education in their lesson delivery to ensure best outcomes for all children and staff.Purchase Get Set 4 PE scheme for following school year – encourage staff in KS2 to lead some sessions within their own classes in order to become familiar with the scheme. PE lead to observe teaching in EYFS and KS1 using Get Set 4 PE to monitor effectiveness.  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Total allocation: |
| £7,147.45 |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To provide additional swimming lessons for children in KS2. For children in all year groups to participate in organised after school and lunch time sports clubs. For children in KS2 to have access to new after school clubs in the following academic school year.  | Children in Year 4 will participate in a block of Swimming lessons in order to meet NC expectations. Premier Sport Education will deliver weekly after school clubs focusing on a range of different sports (multi sports; ball skills; gymnastics; dodgeball; athletics; tennis).Premier Sport Education will deliver regular lunch time clubs for children in KS2.Purchase equipment for children in KS2 to take part in Netball club starting in September 2021.  | £2,000 allocated but £0 spent as swimming pools remained closed to schools during the pandemic. Included in Premier Sport Education package above. (£6,709.50)£437.95 | Swimming lessons did not go ahead this year due to COVID.After school clubs did not run during this school year due to COVID and the inability to mix bubbles. Lunch time clubs were unable to run with Premier Sport Education, although children still had access to a range of equipment in each bubble to use at lunch time. Children in KS2 will have access to new clubs starting in the new school year, with new and improved equipment. Children will enjoy learning a new sport – not taught during school PE lessons. Children will have an increased sense of competition. | Children in both Year 4 and Year 5 will take part in swimming lessons next academic year.Increase budget for next few years as more and more children will be unable to swim 25m – COVID impact. Book again for next year – encourage more children from across the school to sign up for clubs.Make more after school clubs available to children with a wider range of sports. Netball club will start in September 2021 for children in Years 3, 4, 5 and 6. Continue throughout school year if uptake is good. Ensure equipment remains safe and usable – replace where necessary. |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| £7,399.50 |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Membership of School Sports Partnership Children in Years 1-6 will access all competitive sport.  Quadkids Sports competitions for children in KS2. Competitive Sports Day for all children R-6 delivered by Premier Sport Education.  | Children will experience competitions with and against other schools.Children and staff will work with experienced PE professionals from local secondary school.Children will develop skills linked to areas of the PE curriculum.Children will experience competitions with and against other schools.Children and staff will work with experienced PE professionals from local secondary school.Children will develop skills linked to areas of the PE curriculum.For all children to participate in a range of competitive sports activities alongside their peers. For Premier Sport Education to organise and deliver alongside PE lead.  | £450.00£240.00Included in Premier Sport Education package above. (£6,709.50) | The competitions for children in Years 1-6 did not go ahead this academic year due to COVID. The competitions for children in Years 1-6 did not go ahead this academic year due to COVID.Children took part in sports activities within their class/year groups bubbles. Children enjoyed taking part in a range of activities alongside their peers and classmates.  | Membership to be rolled over into the next academic year.Membership to be rolled over into the next academic year.Continue to deliver Sports Days with Premier Sport Education next year.  |