



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Endsleigh Holy Child VC Academy 2020 2021



Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

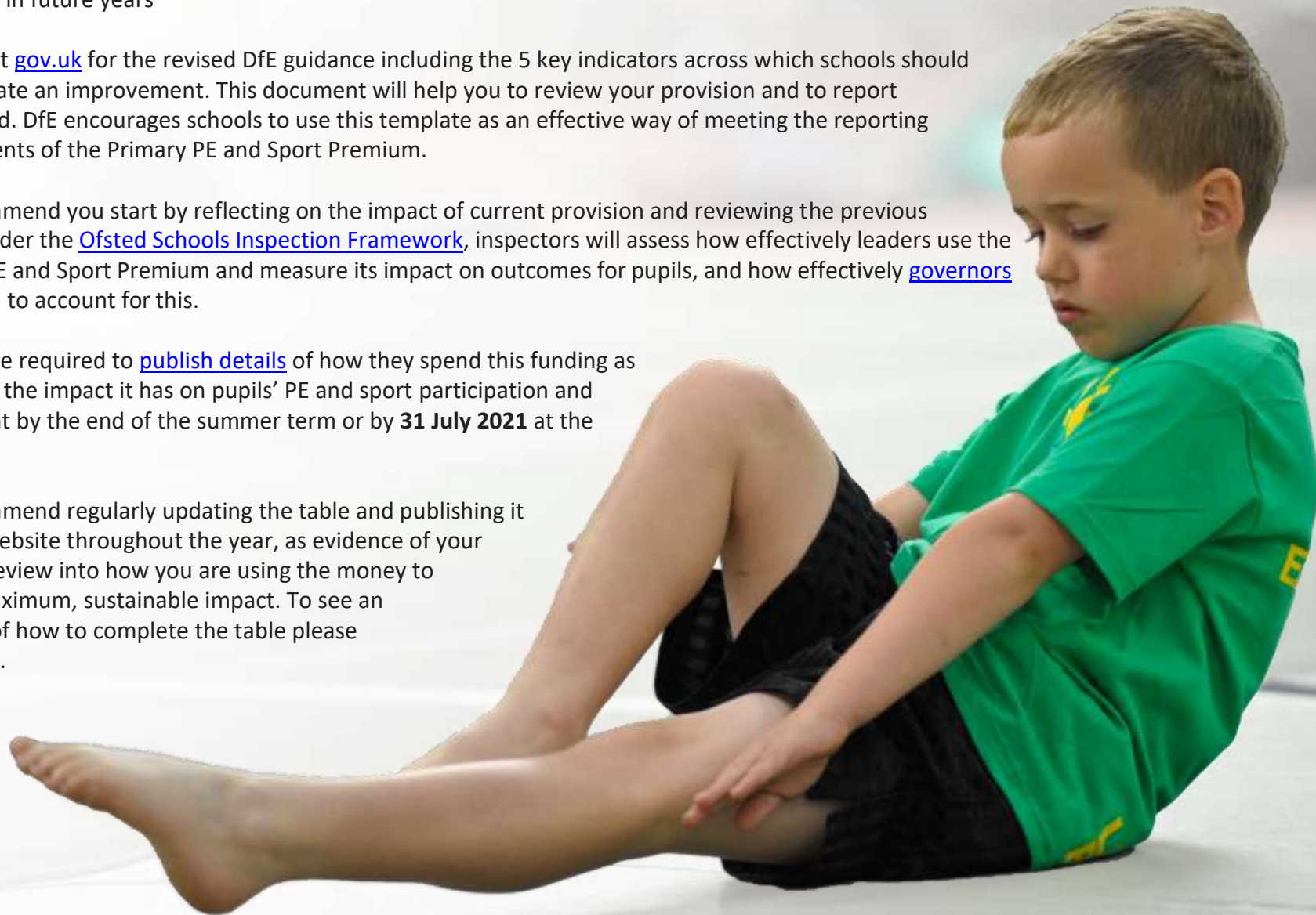
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>*Having again received Silver in the Games awards – demonstrating the breadth of sport and participation across the school. This has been observed through extra-curricular and competitive sport</p> <p>*Success in specific sports city wide due to quality provision and coaching across school in specific areas</p> <p>*Increase in pupil participating in clubs across school, including those taking place on a lunchtime (Before lockdown)</p> <p>*Monitoring is demonstrating an increased quality in teaching provision</p>	<p>*Continue to improve provision to impact positively on pupil achievement. A focus will be on increasing knowledge and understanding of teachers thus improving the quality of teaching and learning</p> <p>*Looking at specific improvements/analysis of provision to achieve ‘gold’ award for School Games Award</p> <p>*Increase range of pupils participating in wider school sport/physical activity and measure the success compared to previous years. Including opportunities for competitive sport</p> <p>*Improve further participation levels in physical activity wider than the school curriculum (as soon as possible under COVID restrictions)</p>

Meeting national curriculum requirements for swimming and water safety	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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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 Yes but this will be dependent upon COVID restrictions

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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,260 (CF £1990) Total: £20,250		Date Updated: Autumn 2020	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				20%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Review and revive (COVID allowing) the range of club offers across lunchtime and after school with sports specific coaches to ensure quality in provision and high levels of uptake and physical activity	-Stake holder voice to tailor provision to interest -Seek sports coaches to ensure range of age provision across school, including those requested but also those not experienced -Monitor update and actively seek engagement	£2000 (Repeated cost) (Also additional £1000 carry forward)	*When running able to see impact through engagement *Not as greater impact due to delayed implementation in light of COVID *Club variety carry forward to next year	*Sustainable but variety/tracking of engagement must be key next year as lacked ability to do this over time this year	
Increase levels of active playtimes through investment in equipment, including fixed pieces	-Pupil voice regarding fixed pieces, early indications basketball posts -Other playground equipment with more flexible use	£1500	*Basketball post extremely successful in engaging physical activity over playtimes and lunchtime. Increased participation identified in learning walks	*Will sustain the fixed equipment and explore the use of this, modelled by staff. Some playground equipment will need replenishing, at least, yearly	
School has a minimum curriculum time of 2 hrs to meet recommendations. Whenever possible staff will increase this physical activity through active lessons	-Active Lit/Active Maths CPD for staff, initially around 2 members and then to roll out further to colleagues -Staff meeting time dedicated to active lesson ideas -Monitoring of this session to review the impact of CPD	£150	*Training was not in place due to COVID, however internal CPD has supported such methods *CPD provided by SMC specialist sports colleague to ensure the most is made of active opportunities *Feedback from staff positive about the impact of CPD including confidence in delivery	*Seek training next year, continue to share strategies through established CPD sessions	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%(but shared cost from section 1)
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Achieving the Gold Active Mark award to support the profile of PE and Sport across school. Currently Silver held – to raise profile across school	SLT time and PE coordinator to spend time reviewing and monitoring provision to seek out areas of improvement and target specifics across the year	£200	*Many of the key indicators in place, specifically around physical education delivery *Some indicators not able to be met due to restrictions regarding competitions specifically	*Carry forward to 2021/2022, plans in place to ensure this is priority in promoting/reflecting all that is achieved in PE/Sport at Endsleigh
Increasing the profile of sport and physical activity outside of the curriculum. Employing sports coaches over lunchtimes to increase levels of activity across lunch, focusing pupils in their free time ensuring they are ready for learning. (COVID restrictions may apply, may have to work in bubble situation)	Seeking and employment specific coach/coaches to implement a range of physical activities to meet a variety of age ranges. Providing a raised profile of Sport/Activity and to ensure pupils are focused and ready for learning straight after lunch (Previously reported by teachers a difficult time to engage pupils in learning)	£2000 (repeated cost) (Also additional £1000 carry forward)	*Whole school improvement seen through increased levels of concentration from pupils straight after lunch *External sports coaches received positively by parents, promoting the profile Particularly in areas such as Judo, Tennis and Dance	*Profile continue to be positive in this area. *Sustainably is good and should continue for foreseeable and aim to train EHC staff in this area to reduce costs
Regenerate Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity (Where possible adapt for each class)	Training for pupils to deliver physical activity during lunchtime, equipment to support in implementation. Purchase clothing to raise profile.	£500	Key pupils identified across school and equipment purchased in line with their suggestions Initial work undertaken, preparation in place but 'bubbles' restricted cross over so focussed within own class	*Move wider across school with succession plan moving forward, older pupils train younger pupils
Time spent with SLE for PE from Trust group to provide external eye and priorities moving forward to ensure PE/Sport remains high priority across school	*SLT/PE coordinator work alongside to carefully plan how to raise the profile and ensure continuous improvement in PE *Release staff undertake monitoring	£300 (release time)	*Clear actions moving forward *Profile of PE/SS continue to be strong despite difficult times *Increased knowledge and understanding of PE leader	*A model which could continue in future years until leader is able to share own expertise

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure high quality delivery of the well planned curriculum through well supported/enhanced teaching and learning in Physical Education thus impacting positively on pupil achievement. Through this enhancing teacher skill set, improving teacher confidence and quality assure assessments.</p> <p>This is selected as our main priority to ensure improved outcomes for pupils and through excellent use of specialist providers</p> <p>(Where possible approach will be resumed, dependant upon COVID situation, ideally as soon as possible as of huge benefit to pupils and quality provision)</p>	<p>-Coaching model implemented through specialist PE teacher one and a half days a week. Teaching as many pupils and teachers as possible throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice.</p> <p>The model is a six lesson approach, 2 coaching/modelling, 2 team teach lessons, 2 class teacher led with feedback to support improvement from specialist.</p> <p>Support could also include:</p> <p>Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment</p> <p>-Staff CPD time through meeting times. SLT/PE coordinator to lead</p>	£10,010 (Subsidised another £990 from previous year)	<p>*Recognised through formal and informal monitoring that teacher confidence and skillset has greatly increased</p> <p>*Teachers have found the opportunity to work alongside a specialist in a coaching model greatly improved the standard of the teaching in PE and this can be seen in pupil quality of learning</p> <p>*Ongoing monitoring included: Staff voice, through survey/questionnaire Learning walks Pupil voice</p>	<p>*Approach is having largest impact on sustainability of high quality teaching and learning.</p> <p>*It is upskilling teachers knowledge and delivery to ensure high levels of quality provision and improved outcomes for pupils</p> <p>*The aim would be moving forward that the skillset of the whole staff increases and good practice can be shared between without the need for specialist coaches</p>
	-Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting	£300	*Not able external other then online. Able to meet some of this need internally and through the provision from SMC colleagues	*PE leader and other teacher in school sufficiently trained/knowledgeable to share/disseminate professional development moving forward
	CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs	£300	*Ensuring provision continues to move forward	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8% (but shared cost section 1)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the opportunities for wider ranging sports across all phases in school. Resulting in the percentage of pupils participating in sport and physical activity outside of curriculum time.</p> <p>-Focusing on provision during lunchtime (Identified in monitoring last year) and after school provision.</p>	<p>-Pay for additional/wider ranging extra-curricular coaching to achieve a breath of sports and increase pupil participation.(Must explore engagement for context e.g. Judo)</p> <p>Explore sports such as Table tennis (has been popular in the past) dance/gym as no current provision outside of curriculum</p> <p>Purchase new equipment to support with implementation of specific clubs/activities (Bubbles must be considered)</p> <p>Review timetable and introduce more lunchtime/after school Sports/Active clubs aimed at particular age groups and targeting pupils currently not involved in any wider activity</p> <p>SLT/PE coordinator to use collected data to analyse and specifically targets pupils/sports.</p> <p>Offer taster sessions for sports to establish interest and ensure correct sports are implemented. This should also be an opportunity to force club links in the wider community</p>	<p>£2000 (repeated cost) (Also additional £1000 carry forward)</p> <p>£1500 (Increased amount due to equipment and increase in sets due to bubble restrictions)</p>	<p>*Increasing range but not to the same as could have been in non COVID time.</p> <p>*Specific sports included dance, Judo, tennis, multi sport/skills club</p> <p>*Specific children identified for wider sports (wider than the children would experience in their local context)</p> <p>*Lunchtime sports clubs and new equipment saw majority of pupils active and in some classes 100% activity involved in sporting activities Not only were pupils more physically active but also more focused on return to lessons</p> <p>*Proved more difficult to monitor this year due to bubbles and restrictions but positive feedback received - where possible increase in pupil participation was seen</p>	<p>*This offer should continue moving forward and increase over time, many staff or willing to support or leads clubs moving forward (no charge if own staff so sustainability high)</p> <p>*New fixed equipment is sustainable but some will need replacing over time.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Enabling access to a variety of competitive sports and a range of pupils participating. Increasing pupils who historically do not participate in competition particularly wider than own school.</p> <p>Must make this a priority if restrictions allow due to lost competitive time during COVID</p> <p>-Ensure key groups such as SEND, vulnerable pupils etc. have the opportunity to participate in competitive situations, within and outside of school</p> <p>-Increase participation in new wider competitions and look at forming club links, wherever possible, for pupils</p>	<p>-Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.</p> <p>-Payment to join a range of wider competitive programs as they are available across the year</p> <p>-Introduce further in school competitive challenges and use the MAT to extend the level and comparison available. Ensure participation by all across the school. (In school may be key, particularly at the start of the year)</p> <p>-SLT to monitor the implementation of competition and PE coordinator ensure high levels of involvement across the school and feedback on impact.</p> <p>-Source community clubs to deliver additional (on top of 2hours provision) curriculum sessions to promote competitive sport. A range across the year.</p>	<p>£1200</p> <p>£200</p> <p>£100</p>	<p>*Took part in online and virtual competition, undertaken in school and reported to HAS.</p> <p>*Engagement was high within competition during lockdown periods</p> <p>*Additional clubs offered competitive sport increased and ensured pupils were physically active outside of PE lessons and engaged in some form of small competitive games</p> <p>*Monitoring opportunities for competition with the curriculum and wider school sport and found this was increasing in lessons/school but pupils must now be competitive with pupils wider than their own school more often.</p> <p>*Links with clubs forged. New sessions introduced with elements of competition</p>	<p>*Continue to pay into HAS for the wider opportunities available for competition, particularly wider than own school/trust</p> <p>*Able to offer SEND/Vulnerable groups of pupils across the school opportunities for competition through the membership</p> <p>*Continue to increase this over the upcoming year</p> <p>*Monitoring is sustainable and forms a part of every day life, specific competition data must now be held at individual level.</p> <p>*Sustain active competitive pupils through forged club links – continuing outside of school hours/walls</p>