

## 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

<b>School: Wellington Primary School</b>	<b>No. Pupils KS1/KS2: EYFS – 120 KS1 – 180 KS2 - 240</b>	<b>Sport Premium Funds</b>	
<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 style="background-color: red; color: white; padding: 2px;">Emerging</span> <span style="background-color: yellow; padding: 2px;">Established</span> <span style="background-color: green; padding: 2px;">Embedded</span>		<b>Total Sport Premium</b>	<b>£ 20,160</b>
		<b>External Specialist Support (Sport Impact)</b>	<b>£ 6900</b>
		<b>Other</b>	<b>£ 13,845</b>

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Delivery of Successful Sports Days  Retention of Silver School Games Mark Award  Successful implementation of New PE Curriculum	Aim for Gold School Games Award  Increased attendance and participation of Level 1 and Level 2  Sports Council Review and Improve

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.	<b>Review and update PE Curriculum</b>  SMSA & staff actively promoting use of sports equipment in the playground(s):	<ul style="list-style-type: none"> <li>• Set programme of extra-curricular activities for all year groups</li> </ul>	-Children in KS2 in all year groups have attended lunchtime	<b>SAS - Numbers of children engaged in physical activity; particularly at lunch time and after school increases:</b>	Review of clubs from children that they enjoyed the most and retain them for next year#	GetSet4P E scheme - £580

1 (cont'd)	<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: All children experience Level 1 competition within their PE curriculum lessons (end of unit):</b></p> <p><b>New Sports Council Members set up</b></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 HK</li> <li>• HK to manage Sports Council meetings (dates set):</li> </ul>	<p>dance club with external providers (Dancenergy). Children in Yr 3,4 and 5 have also attended multiskills club at lunchtime with external providers (Onside). After school there has been football club, Girls Can, Yoga Club, Gymnastics club and dance club (Steps). In Key Stage 1, there has been football club and dance club after school with external providers.</p> <p>-Pupil premium children and less active children were identified by class teachers in KS2 to attend lunchtime clubs with Onside each week and on a rota termly rota for dance club.</p> <p>- Children in KS1 and KS2 have 2 hours of PE a week.</p> <p>-Sports council were met with KS1 and KS2 to review clubs, competitions and the curriculum.</p>	<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>Update list in September of less active children especially those that have done limited exercise whilst at home due to covid-19</p> <p>Promote Sports Council Team and make them a prominent feature of new PE noticeboard</p> <p>Unfortunately, the lunchtime new playground activities initiative was just about to begin when covid-19 began. Hopefully we will be able to resume this project asap in the autumn term</p>	<p>Dancenergy club - £2520</p> <p>Onside Clubs- £600</p> <p>Sport Impact - £6900</p>
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			<p>-SEND children have attended SI competitions and clubs.</p> <p>-PW has trained sports leaders to deliver a programme of lunchtime activities.</p> <p>- Class teachers identified all 'target' children to attend lunchtime multiskills dance clubs. Girls Can club also took place after school.</p> <p>- Sports Council meeting took place KS1 and KS2 to review clubs, competitions and the curriculum. but needs to be held more regularly.</p>		<p>SI to publish new competition calendar in September</p> <p>Target key dates for Sport Council meeting early in the year and publish so all teachers know when the dates are.</p>	
<p>2.</p> <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> <p><b>2 (cont'd)</b> <b>SAS</b> becomes part of daily school life:</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</li> </ul>	<p>-PE policy updated to ensure safe space PE teaching with social distancing.</p> <p>- Sports Council meeting took place KS1 and KS2 to review clubs, competitions and the curriculum.</p>	<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>-Circulate email to staff to select sports council.</p> <p>-Create a notice board for PE</p>		

	<p><b>Delivery of successful whole school Sports days:</b></p> <p>Aim towards Gold School Games award:</p>	<p>programme / training continues throughout the year:</p> <ul style="list-style-type: none"> <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>but needs to be held more regularly.</p> <ul style="list-style-type: none"> <li>- Merits have been given out in assembly for PE and certificates presented to children who took part in SI competitions.</li> <li>Photographs of children at SI competitions shown in assembly powerpoint.</li> <li>- PW has trained sports leaders to deliver a programme of lunchtime activities.</li> <li>- Registers maintained for lunchtime and afterschool clubs.</li> </ul>	<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>achievements and updates.</p> <p>-Due to COVID 19 we have had competitions virtually and in pods. There was no whole school sports day.</p> <p>-School Games awards were unfortunately suspended this year due to covid-19 retaining the silver we had from last year. Next year aim for Gold if possible</p>	
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<p>3</p>	<p><b>All teaching staff become confident &amp; competent in the delivery of PE curriculum (GETset4PE)</b></p> <p><b>Year 1 NQT staff will be targeted in the Autumn term</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 / team teach through a 6-week programme of support:</li> <li>• Time allocated to give feedback / areas of development:</li> <li>• <b>INSET delivery by PW in target areas</b></li> </ul>	<p>- PW has supported staff, including NQTs, in Key Stage 1 with PE teaching by demonstrating lessons and team teaching. Outside of lessons PW liaised with teachers to give feedback and plan for the next lesson. He has also worked with lunchtime supervisors to support with the implementation of active lunchtimes.</p>	<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>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>	<p>- INSET to be organised for the start of the autumn term to support staff with teaching PE based on the new guidelines.</p>	
<p>4.</p>	<p><b>Review and implementation of Revised PE Curriculum (getset4PE) (See 1):</b></p> <p>SMSA &amp; Lunchtime sports staff actively promoting use of sports equipment / areas with all children:</p>	<ul style="list-style-type: none"> <li>• Review of current Curriculum Map:</li> <li>• <b>Include all Level 1 Competition opportunities in all units of work:</b></li> <li>• <b>Monitoring system developed to track all participants:</b></li> <li>• <b>Create lunchtime</b></li> </ul>	<p>- Curriculum map was reviewed to ensure progression of skills, however, this will need to be reviewed again in light of social distancing measures.</p> <p>- PW has now developed an InterClass competition</p>	<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><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>	<p>'Activity Programme' for all year groups:</p> <ul style="list-style-type: none"> <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>• SAS - Staff survey re: availability to deliver extra-curricular activities:</li> <li>• Dukes Meadows Tennis coaching</li> </ul>	<p>format for teachers to use in KS2 with scorecards.</p> <ul style="list-style-type: none"> <li>- Playground map with activity zones with rota created, and equipment ordered.</li> <li>Sports leaders and lunchtime supervisors trained to implement this. Assembly held to explain the activity programme to KS2 children.</li> <li>- Sports Council meeting took place in KS1 and KS2 to review clubs – suggestions made for cricket club and basketball/dodgeball club.</li> <li>-Duke Meadows Tennis coaching for both Year 3 classes in Autumn term.</li> </ul>	<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> <li>• Sports Council monitor activity choices and amend if necessary:</li> <li>• Extra-curricular registers:</li> </ul>	<p>-Next year, partnership with Sport Impact will help to develop links with external clubs.</p> <p>-PW to support teaching staff to start after school sports clubs.</p>	
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>• HK 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</li> </ul>	<p>-HK identified Level 2 competition entries.</p> <p>-Inclusive Yr 5/6 Sports Day attended. Sport Relief InterHouse competition organised for all KS2 children to participate in and led by sports leaders.</p> <p>- Level 2 competitions added to calendar.</p> <p>- Photographs of children at SI</p>	<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</b></li> </ul>	<p>: Receive training in September from Sport Impact on how to enter virtual competitions</p>	

		<p>newsletters / web site etc:</p> <ul style="list-style-type: none"> <li>• Leader training programme compiled and agreed by SLT: class teachers informed:</li> <li>• B &amp; C team fixtures arranged:</li> </ul>	<p>competitions and events shared in assembly powerpoint, governors reports and weekly newsletter on school website.</p> <p>-Leader training agreed by SLT and class teachers informed.</p>	<p><b>programme) active through the school:</b></p> <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>	<p>B&amp;C team fixtures cancelled due to COVID 19.</p>	
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<p><b>Name of Sport Impact Specialist:</b> Peter Whitfield</p>	<p><b>Headteacher signature:</b></p>	<p><b>Date:</b></p>	<p><b>PE Subject Lead signature:</b></p>	<p><b>Date:</b></p>
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## 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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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?	Yes/ <b>No</b>

## Sport Impact - External Specialist Support

### In school support could include:

- Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews, which will support Ofsted inspections
- Visioning and long term planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.
- Strategic Leadership support for PE Subject Lead
- Teacher/coach lesson support/mentoring
- Play and Engage: Parental Engagement. Parent /carer and child fun, themed physical literacy sessions
- Delivery of extra-curricular clubs
- Curriculum planning and assessment
- Quality assurance
- Training of young leaders
- Professional development : In school twilight, half day or full day workshops bespoke to the needs of the school
- Support with transition phases
- Support with funding bids to enhance the strategic development of PE, sport and healthy active lifestyles
- Enhanced School Games provision
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>The profile of PE &amp; sport being raised across the school as a tool for whole school improvement</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Broader experience of a range of sports &amp; activities offered to all pupils</b></p>	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Increased participation in competitive sport</b></p>
<p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> <li>• M&amp;E targeted children? data?</li> <li>• Intervention activities? What has been the difference?</li> </ul> <p><i>Are you providing HQ outcomes for YP through PE &amp; sport?</i></p> <ul style="list-style-type: none"> <li>• Can pupils retain info, apply skills and adapt tasks?</li> <li>• Do staff give opportunities for pupils to think &amp; work independently?</li> </ul> <p><i>What physical activity opps are on offer &amp; for whom?</i></p> <ul style="list-style-type: none"> <li>• Play &amp; Engage, Disc ME, five a day, walk to school</li> </ul>	<p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> <li>• Vision in place</li> <li>• Promoted within school/ Govs/ parents</li> <li>• Strategic development</li> <li>• transition phase support</li> </ul> <p><i>Does your PE &amp; Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> <li>• Any new PE activities used across school/subject areas?</li> <li>• School values being promoted?</li> </ul> <p><i>Do you have strong leadership &amp; management of PE, Physical Activity &amp; Sch sport?</i></p> <ul style="list-style-type: none"> <li>• Clear overview of CPD needs</li> <li>• M&amp;E quality of PE lessons?</li> <li>• M&amp;E progress of children?</li> </ul>	<p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> <li>• Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities</li> <li>• Variety of activities? Individual, creative and team?</li> </ul> <p><i>How good is the teaching and learning of PE in your school?</i></p> <ul style="list-style-type: none"> <li>• Staff more confident /competent? How do you know?</li> <li>• Increased staff K&amp;U of what children need to learn?</li> <li>• Pupil progress? Data?</li> </ul>	<p><i>Are you providing a rich, varied &amp; inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> <li>• Additional pupils participating in L 1 / L 2 activities? No's?</li> <li>• Additional clubs being offered? Outcomes</li> </ul>	<p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p>

## Overview of CPD/Sport attendance – Sport Impact Specialist to complete

CPD PE & Sport	✓	Sport Participation	No's
Sport Premium: The Governing Bodies Role		Yr 5/6 Cross Country Relays	
Action Planning		Yr 5/6 Cross Country	
PE Subject Leader Forums (cluster)		Yr 5/6 Hi 5 Netball (prelim & final)	
Primary Schools PE Training Day		Yr 5/6 Best Football (prelim & final)	
Change4Life Sports Clubs (Deliverer's training)		Yr 5/6 Girls Football	
Aegon Tennis LTA		Yr 5/6 Sportshall Athletics (prelim & final)	
		Yr 5/6 Quadkids Athletics (prelim & final)	
		Yr 5/6 Tag Rugby (prelim & final)	
Other Sport	No's	Yr 5/6 Quicksticks Hockey	
Dukes Meadows Tennis		Yr 5/6 Keysteps Gymnastics	
London Welsh Rugby		Yr 3/4 Keysteps Gymnastics	
Cluster Competitions		Yr 5/6 3v3 Basketball	
		Yr 5/6 Best Kwik Cricket (prelim & final)	
		Yr 5/6 Girls Kwik Cricket	
		Yr 5/6 Tri Golf	
		Yr 3/4 Tennis Festival	
Intra School	No's	Yr 3/4 Primary Sports Day	
		Yr 2 Primary Sports Day	
		KS1 & KS2 Primary Dance Festival	
		Yr 3/4 Primary Sports Day	
		Yr 2 Primary Sports Day	