



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



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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • A progression of skills document has been created by the PE department to ensure skills are progressed from EYFS to Year 6. • An enthusiastic and skilled teaching team to drive forward improvements. • EYFS – an enthusiastic new leader who has a passion for physical development • A new focus around mental health and wellbeing activities in the PE curriculum to ensure children understand how to look after their mental health (understand the importance of exercise and nutrition) • We are working closely with our partner school, Beech Hill, to increase the number of competitive sporting opportunities for all children. <p>Competitions</p> <ul style="list-style-type: none"> • TAH Quick Sticks Tournament 	<ul style="list-style-type: none"> • A huge focus will be on the mental health and wellbeing of all pupils on return to school after COVID-19 • Introduce a new PE scheme – Real PE for a more skills-based approach to PE • Implement Real Gym into each year to ensure gymnastics is taught effectively • Increase the amount of daily physical activity for ALL children (each child to have their own skipping rope and complete 10 minutes each day) Baseline test at the beginning to monitor PA levels. • Introduce a new assessment tool for AFL to be effective. • Increase the opportunities for children to participating in competitive sport by increasing the range of after school clubs • To continue to develop links with local schools to increase the opportunities for competitive sport

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? 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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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: 2019/20		Total fund allocated: £17,600		Date Updated: 8.7.20	
Key indicator 1: 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:
					38%
Intent	Implementation		Impact	Sustainability and next steps	
			There has been limited impact in some areas due to the school closure and some actions will therefore be carried over.		
For pupils in Year 3-6 to take part in the Daily Mile	<ul style="list-style-type: none"> Create a timetable for all classes to use the playground and pitch to ensure children take part Create a competition between classes to see who can complete the most miles Prizes and rewards for winners 	No cost	<ul style="list-style-type: none"> Pupil fitness levels have improved from September (personal best sheets) Due to COVID, pupil survey data (pupil voice) was not carried out. 	<ul style="list-style-type: none"> Purchase playground markings around the perimeter creating a 1-mile track for pupils to use. Introduce KS1 in the summer term. 	
To ensure that all children have at least 30 minutes exercise per day in line with the CMO recommendations.	<ul style="list-style-type: none"> Liaise with the PE team to organise a varied amount of sports and activities for ALL pupils to access at lunch time Lunch time supervisors to engage small groups in a range of activities All children to have two playtimes (15 minutes) and an outdoor lunch play (30 minutes) 	No cost	<ul style="list-style-type: none"> Reduction in playground incidents from September to March Due to COVID, pupil survey data (pupil voice) was not carried out. 	<ul style="list-style-type: none"> Liaise with the PE team to review and make necessary changes Each child to have their own skipping rope and take part in daily skipping 	

Classroom based activities in KS1 – Go Noodle, Wake up Shake Up and Joe Wicks HIIT workouts completed daily (10-15 minutes)	<ul style="list-style-type: none"> • KS1 to have ten minutes ‘Get Active’ in their timetables • PE lead to monitor the classrooms 	No cost	<ul style="list-style-type: none"> • Children’s concentration increased in the afternoon (staff survey) 	<ul style="list-style-type: none"> • Discuss with EYFS staff to introduce ‘Get Active’ in their timetables
In EYFS children have timetable access to balance bikes and scooters for 30 minutes each day.	<ul style="list-style-type: none"> • Purchase balance bikes and scooters • Ensure EYFS teachers timetable in time for ALL children to have 30 minutes throughout the day 	£150 (helmets) Balance bikes provided free from a grant	<ul style="list-style-type: none"> • All pupils encouraged to ride the bike or scooters daily • Children learnt a new skill to ride a bike or a scooter 	<ul style="list-style-type: none"> • Bikes are kept in a safe locked container for future use
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
Intent	Implementation		Impact There has been limited impact in some areas due to the school closure and some actions will therefore be carried over.	Sustainability and next steps
To ensure that all pupils at Dean Field receive up-to 2 hours of high quality, inclusive PE each week	<ul style="list-style-type: none"> • Teachers to effectively implement PE Passport across the whole school • PE lead to monitor the teaching and learning of PE across the whole school (lesson observations/team-teach) 	£599	<ul style="list-style-type: none"> • PE lead taught each year group for consistency • Use of a skills document supported children’s progress in PE • Due to school closures, assessment 	<ul style="list-style-type: none"> • Real PE CPD for staff (3 sessions throughout the year) • PE lead to work closely with PE lead at Beech Hill for support • PE staff meetings in Autumn and Spring term to support all

			data was not collated (lesson observations and pupil data)	teachers and support staff
Ensure the breadth of the curriculum is being taught to ALL pupils.	<ul style="list-style-type: none"> Progression of skills document to be implemented so teachers understand where the children have come from and how to progress them to the next stage Each half term the PE lead to check the coverage against the National Curriculum PE 'Deep-Dive' to be carried out in Summer Term. 		<ul style="list-style-type: none"> Skills document showed that most of the NC objectives had been met but due to COVID-19 this was not met Deep-Dive was not carried out due to COVID-19 	<ul style="list-style-type: none"> Skills document to be updated with missed learning and those objectives to be taught in Autumn 1 Deep-Dive to be carried out in the Spring Term.
For leaders to be equipped with skills and knowledge to provide outstanding physical well being	<ul style="list-style-type: none"> PE lead to attend CPD courses throughout the academic year Attend webinars and PE lead meetings in Calderdale to ensure best practise is being used in school Use of social media to keep up to date with relevant policies and information 		<ul style="list-style-type: none"> PE lead was kept up to date with relevant policies and updates PE staff meetings were carried out and knowledge was shared between all staff 	<ul style="list-style-type: none"> Staff survey to be carried out in the Autumn term CPD provided for those who need it
To communicate more to parents about the success of the children using online communications i.e. Twitter and Seesaw.	<ul style="list-style-type: none"> Teachers to use Seesaw in ALL PE lessons to evidence their work and for parents to see what they have been doing to ensure they can practise at home. 		<ul style="list-style-type: none"> Increase of families coming to support their children in school sport. During Lockdown, lots of families took part in a range of physical 	<p>Speak with parents at coffee mornings and Parent Weeks to get their feedback for development points</p> <p>Increase the opportunities for</p>

	<ul style="list-style-type: none"> Physical activity challenges to be posted weekly on Seesaw for children to take part in at home with their families Competition success to be shared in the weekly newsletter and on Twitter 		challenges to keep active and healthy	parents to come in during Parent Weeks to engage in physical activity, nutrition and mental health workshops.
To raise the profile of mental health throughout the school	<ul style="list-style-type: none"> Hold assemblies to educate the children around mental health Organise mental health workshops for children, staff and parents 		<ul style="list-style-type: none"> Pupils understand what mental health is and can give examples of strategies to support (i.e. breathing, mindfulness and yoga) Due to COVID, we were unable to organise any mental health workshops 	<p>Provide workshops for parents, staff and children on ways to support your mental health</p> <p>Support mental health charities such as Young Minds by organising whole school mental health days</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
Intent	Implementation		Impact	Sustainability and next steps
			There has been limited impact in some areas due to the school closure and some actions will therefore be carried over.	
Staff CPD carried out throughout the year	<ul style="list-style-type: none"> All staff to attend CPD training at Beech Hill Use IRIS to record outstanding PE lessons to share with all staff 		<ul style="list-style-type: none"> Children have access to high quality PE /sport session in school (lesson drop ins) Teachers have a clear framework for planning which gives structure, progressions and develops children's skills in PE. 	<ul style="list-style-type: none"> Real PE will deliver 3 CPD sessions throughout the year Work closely with Beech Hill during the implementation stage
To ensure consistency in the quality of PE teaching using PE Passport	<ul style="list-style-type: none"> All staff have been given a PE skills document to support their teaching and assessing in PE (Real PE skills) Lesson observations carried out in the Spring Term (team-teach for less experienced) 		<ul style="list-style-type: none"> Staff understand where their children have come from and the next steps for continued progression and challenge (skills progression document) Lesson observations not carried out due to COVID-19 	<ul style="list-style-type: none"> Real PE to be introduced next year PE lead at Beech Hill to support staff at Dean Field
Specialist dance teacher to deliver staff CPD for ALL staff	<ul style="list-style-type: none"> Staff to gain an increased knowledge in teaching dance to their classes Dance teacher to team 	Staff wage £3, 390	<ul style="list-style-type: none"> Staff feel more confident in teaching dance (staff survey) Staff were given the 	<ul style="list-style-type: none"> Planning saved onto the system for next year for teachers to use Lessons were filmed

	teach with the class teacher to help their CPD		teacher's email address to contact for planning and resources.	and saved on the system for future reference.
Purchase of new sports kit for all staff	<ul style="list-style-type: none"> Ensure staff look smart when teaching PE Teachers to act as a role to their pupils 	£975.26	<ul style="list-style-type: none"> Increase of staff confidence Raise the profile of PE in the school 	<ul style="list-style-type: none"> Staff uniform will last a long time and will not need replacing Leaving staff to leave their uniform for future use
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
Intent	Implementation		Impact	Sustainability and next steps
To broaden the range of activities on offer for ALL children	<ul style="list-style-type: none"> Year groups to attend residential to take part in OAA activities (caving, bouldering, rock climbing and caving) Increase further extra-curricular activities for all children Commando Jo to deliver 	£3500	<p>There has been limited impact in some areas due to the school closure and some actions will therefore be carried over.</p> <ul style="list-style-type: none"> Y3, 5 and 6 attended residential and took part in a range of outdoor adventurous activities to develop their teamwork, leadership and social skills. Due to COVID, some of these activities were not delivered 	<ul style="list-style-type: none"> To plan and deliver 2 OAA afternoons for KS2 focussing upon map reading skills Use the Sports Premium to introduce new activities such as Karate, skipping, fitness and Yoga

	one lesson each week to each class to develop social, leadership and teamwork skills		<ul style="list-style-type: none"> Children's resilience levels increased as well as their fitness (assessment data) 	
Broaden the range of after school sports club	<ul style="list-style-type: none"> To increase the number of children taking part in a wide range of after school clubs Invite children who have never been to clubs before Monitor the impact of these new clubs and the interest of the children 		<ul style="list-style-type: none"> New clubs were introduced such as hockey, rounders and tag rugby Due to COVID, lots of after school clubs did not run 	<ul style="list-style-type: none"> Ensure after school sports clubs can run when it is safe to do so Increase the number of after-school sports clubs on offer for all pupils Carry out a survey in the Autumn term to see what the pupils want to take part in
Introduce a new PSHE scheme – Jigsaw	<ul style="list-style-type: none"> Implement a whole school PHSE programme to support mental health, transition, healthy eating and exercise. 	£1,945	<ul style="list-style-type: none"> 4 units were taught (Being Me, Celebrating Differences, Dreams and Goals and Healthy Me) Due to COVID, the last two units of Relationships and Changing Me were not taught 	<ul style="list-style-type: none"> The scheme is bought and is a one-off course Staff will receive training and CPD twice throughout the year PHSE lead to monitor the impact

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 3%	
Intent	Implementation	Impact	Sustainability and next steps	
To further increase the opportunities for all children to participate in competitive sports	<ul style="list-style-type: none"> Explore opportunities for KS1 to increase the opportunities they have for participating in competitive sport To maintain current links with Beech Hill School and seek out other opportunities through the cluster to increase opportunities to compete against other schools. Develop the Trust Sports Day by using the feedback from last year 	<p>There has been limited impact in some areas due to the school closure and some actions will therefore be carried over.</p> <ul style="list-style-type: none"> More pupils have taken part in Cross Country than previous years Due to COVID, we couldn't take part in the hockey, netball or rugby competitions Due to COVID, the Trust Sports Day was not completed and there were limited competitions between Beech Hill 	<ul style="list-style-type: none"> Increase the number of competitions for pupils to take part in Introduce new activities to spark the interest of all pupils Ensure there are more opportunities for ALL years to compete in a sport against Beech Hill School 	
Ensure more girls are taking part in sport	<ul style="list-style-type: none"> Invite all girls to after school clubs Invite all girls to compete for the school in a range of sports 	<ul style="list-style-type: none"> 6 girls competed for the school in Quick Stick Hockey 	<ul style="list-style-type: none"> Provide new and engaging activities that appeal to girls Invite women coaches in to inspire new athletes 	

<p>Listen to the pupils for what sport and competitions that they would like to take part in</p>	<ul style="list-style-type: none"> • Carry out pupil survey to see what pupils want to take part in • Provide those activities in the Spring and Summer terms 		<ul style="list-style-type: none"> • Due to COVID, this was not achieved 	<ul style="list-style-type: none"> • Carry out new survey in Autumn 1 and implement in the Autumn term.
<p>Resources</p>	<ul style="list-style-type: none"> • Audit what resources are needed for PE lessons and after school sports clubs 	<p>£250</p>	<ul style="list-style-type: none"> • All children have suitable equipment for their PE and sport lessons 	<ul style="list-style-type: none"> • Resources stored in a safe container for future use • PE lead to check half termly to ensure it's being looked after



List of after school sports clubs available at Dean Field 2019-20



Name of club	Participants	Number of children who competed for the school
KS2 Tag Rugby	26	
KS1 Tag Rugby	18	
KS2 Football	20	
KS2 rounders	20	
KS2 Hockey	12	12

Signed off by	
Head Teacher:	<i>F. Pether</i>
Date:	10.7.20
Subject Leader:	<i>L. Hoyle</i>
Date:	10.7.20
Governor:	<i>D. Mellalieu</i>
Date:	14.7.20