

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019



LINDFIELD  
PRIMARY  
ACADEMY

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-2<sup>nd</sup> For participation in the Specsavers 'Virtual' Sussex School Games.</li> <li>-Getting parents and children involved with the School Games</li> <li>-Encouraged a number of children to be active at home</li> <li>-During Covid-19 Lockdown, PE activities were set by each class every week, giving PE recognition.</li> <li>-School has accessed CPD through Mid Sussex Active and Real PE.</li> <li>- The school has continued to implement a new PE scheme of work through Real PE</li> <li>- Continuation of playground activities through use of MSA and Sport's Crew, increasing the number of children participating in physical activity during lunch time and playtime.</li> <li>-Continuation of Inter School Competitions which has led to more children engaged and taking part in physical activity.</li> <li>-8 children trained by Mid Sussex Active as Sport Crew, providing leadership opportunities for more children.</li> <li>- All children have taken on a leadership role within PE lessons.</li> <li>-Strong PE provision and opportunities for pupils, including pupil premium children and more children taking part in competitions and festivals.</li> <li>-Designated PE Board Member (Governor)</li> <li>-Continued to develop links with local community which has enabled pupils to experience a range of sports with some pupils now attending clubs outside of school as a result.</li> <li>-70% of KS2 attended a sport club in the Autumn and Spring Term. This figure would have risen to 85% in the Summer Term if school returned as normal.</li> <li>-We took part in over 30 different sporting competitions and festivals across KS2</li> <li>- Year 3&amp;4 children took part in competitions and festivals this year</li> <li>- KS1 were due to attend 4 festivals</li> </ul>	<ul style="list-style-type: none"> <li>Develop resources for active learning in every year group.</li> <li>Promote the importance of active learning across the curriculum in support of the 'recovery curriculum' post lockdown.</li> <li>KS1 Quality Start Mark.</li> <li>More CPD from Real PE - especially with new members of the team.</li> <li>To achieve PLATINUM again in the School Games Mark.</li> <li>Targetted support for the less active children.</li> <li>To continue to take part in competitions and festivals.</li> </ul>

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? <b>N.B.</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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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?	<b>Yes/No</b> It was planned & paid for but due to Covid-19 this was unable to happen.

<i>Funding received</i>	<b>-21,060</b>	
<i>Balance to carry forward</i>	<b>-4,982</b>	<b>DUE TO COVID-19 and Summer Term Plans interrupted.</b>

**Analysed as:**

<b>PE GRANT</b>		<b>-21,060.00</b>
less Expenditure as follows:		
Management and coordination:		3,000.00
Attendance at events - supply, travel		2,886.00
Memberships	MSA	5,400.00
Training/ Curriculum	PE HUB	380.00
	Real PE	245.00
	Fencing	960.00
Equipment and Playtimes		3,206.84
<b>TOTAL EXPENDITURE</b>		<b>16,077.84</b>
<b>BALANCE TO CARRY FORWARD FY2021</b>		<b>-4,982.16</b>



## 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: £21,060	Date Updated: July 2020	
<b>Key indicator 1:</b> 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:
				29%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to undertake at least 30 minutes of physical activity a day in school	Children to complete the '10 minute Daily Run' 3 times a week.  Jumpstart Jonny Subscription to encourage children to be more active throughout the day.	Equipment and playtimes £259 -JSJ	Children enjoy running. Feedback from children and parents outlines a positive impact on children's view of physical activity and being active. Which also links to enjoyment of school. Teachers found children ready to learn.	Developing life long learners and children are having a better understanding of physical health and choosing to be more active, which will continue through their adult lives and help to create healthy habits and people who enjoy physical activity in many different ways.
All children to be engaged in regular physical activity.	Opportunities for children to represent their school, take part in team events and push themselves in competitions.  Subscription to ThePEHub for engaging lesson plans to ensure teacher and children enjoy physical activity and begin learning the skills linked to a variety of sports.  Subscription to Real PE to understand key vocabulary, the importance of physical activity and what can help them to improve.	Supply cost £1183  £380 - PE Hub  £245 - Real PE	More PE lessons being taught. Children are able to discuss specific tactics, movement patters and spot space and opportunities in games.  Children have an understanding of their bodies and how to control specific movements. They are able to identify what they are doing well and where they need to improve. Their language has developed with the use of key vocabulary when talking about the body. Children are building on key skills each year and have developed an understanding of personal challenge and support and encouragement of others.	Active learning is becoming embedded across the school, benefitting all children and teachers.  Find more opportunities for active learning. Work closely with curriculum leaders and explore topics and opportunities to create active lessons
	PE Coordinator to receive TLR to manage the PE	£3000 Management		

	<p>role, ensure children are receiving 2 hours of PE a week, timetable, organise competitions (intra and inter), map whole school sports and PE curriculum, promote PE across the school, promote clubs and monitor % of children attending clubs and competitions. To provide CPD opportunities for other staff.</p> <p>Equipment purchasing to ensure safe and high quality PE teaching.</p> <p>Active Literacy Course and intervention run once a week aimed at less active lower English attainer's.</p> <p>Less active children monitored and asked about what activities they would like to take part in.</p> <p>Sports Crew to meet every week to discuss and reflect on the previous weeks playground activity and lunch club competition and to represent pupil voice on what others are/are not enjoying.</p> <p>Specsavers 'Sussex' School Games was set as a task for every child during the lockdown period by the PE coordinator. Weekly tweets and retweets encouraging and praising those taking part in physical activity.</p> <p>Data tracking enabled us to see which children competed each week and we were able to reward and recognise effort and achievement.</p>	<p>£1952 Resources</p> <p>Part of MSA subscription</p> <p>Part of Management cost</p> <p>Part of Management Cost</p>	<p>Children develop teamwork, determination and resilience.</p> <p>They appreciate how working together benefits the team. They push themselves and feel a sense of achievement. Those who excel in PE are able to be challenged and work on technique/skills.</p> <p>Children learn more about specific sport skills.</p> <p>Develop an enjoyment and desire to continue with the sport, or another, outside of school.</p> <p>Make friendships that encourage and support physical activity.</p> <p>To understand the game.</p> <p>Children explored new, enjoyable, ways of keeping active.</p> <p>Understood the need for physical activity.</p> <p>Ability to reflect.</p> <p>Looked at the positive and negatives of their weekly challenge</p> <p>Able to suggest changes and discuss their implications.</p> <p>Put new ideas in to practise and identified possible problems/ positives and began to act on these in the moment.</p> <p>Became better leaders as they managed the children and the situation more confidently and with greater knowledge and belief in themselves.</p> <p>Children continued to learn new ways of participating in physical activity.</p> <p>They saw it was fun</p> <p>They understood to a greater level the need for physical activity mentally and physically.</p> <p>It encouraged more conversation as a family around healthy habits and how they could</p>	
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			be more active. It allowed them to find enjoyment out of sports and being physically active.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to be aware of the importance of PE, Sport and Physical Activity in school and understand how it can help whole school improvement. Impact: Children to become more active, resilient and determined. They will develop a growth mindset and have a positive view of being active. Children will also become independent learners and will have good physical and mental health.	CPD and confidence boosting - investing in staff  Provide adequate resources  Sport News section in the school newsletter, Lindfield Sports social media which is linked to the school website to share with parents what children are doing in PE, what competitions and extra-curricular clubs are on offer. Lindfield to have a regular feature in 'Lindfield Life' celebrating sporting success.  Inform staff through staff meetings how we are investing your premium in this year.  Display boards around the school to explain the curriculum areas to children, teaching staff and visitors as well as celebrate the work going on in extra-curricular clubs and competitions.  Great emphasis is placed on the importance of PESSPA by celebrating physical activity and sporting achievements each week in Celebration assembly - School certificates from	Part of MSA Funding -1/2 of one year - £1,350 CPD  Included in management cost in section 1  Printing cost - £200	Children have access to a wide range of equipment and more children able to take part in activities at once resulting in more active time in PE lessons.  Personal challenge has increased across the school with every child taking part in challenges weekly via the Real PE scheme of work and staff being more aware of the importance of this.  Children are proud of their achievements and want to share these with the rest of the school in assembly time.  Children are active throughout the day via use of the daily mile, playground challenges, jumpstart jonny, super movers, Les Mills for children, active games they have been provided with and more thought when planning so the children are more engaged in their overall learning.	Teachers understanding the importance of PESSPA helps to drive positive relationships with physical activity and children will continue to benefit from this throughout their lives.  Staff are embracing CPD and sharing new knowledge with each other, keeping ideas fresh and up to date. Staff are trained and will use this knowledge for a sustained period.  It has created a culture within school and within the community, that celebrates PESSPA.  Look in to the use of other social media platforms  Look in to staff engagement in clubs  Continue to promote success in and out of school.  Continue to develop community links with sport clubs.

	<p>each class each week along with outside achievements celebrated.</p> <p>Encourage teachers to use physically active learning in other subject areas and provide support, guidance links to resources where necessary to help make this possible.</p>	<p>Included in resources cost &amp; Subscriptions in Section 1</p>	<p>Staff are using Real PE alongside our Jigsaw PSHE scheme of work to target the children's mental health and are creating positive relationships with physical activity for life.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Teachers have knowledge when teaching all areas of the curriculum and can support children as well as challenge and stretch those that are more able.</p> <p>To have a scheme of work in place that supports teachers and provides key learning points and challenge for children.</p> <p>Consistent message from PE Coordinator about importance of active learning</p>	<ul style="list-style-type: none"> <li>- Teachers given the opportunity to attend CPD sessions in areas they would like support in - Dance, Gym, Active Literacy/Maths &amp; Sport Specific.</li> <li>- Teachers using year group challenge cards to allow children to develop understanding and become more independent.</li> <li>- Teachers are implementing the training and resources we introduced last year.</li> <li>- To use Interactive whiteboard resources to guide lessons.</li> <li>- Teachers to deliver warm ups and activities that build on previous skills set out in a clear skills progression document shared with all staff</li> <li>- Teachers Learning focussed on skills and showing children that they can access sport in many ways</li> <li>- Teachers are using key vocabulary in every lesson accurately and confidently due to challenge cards and clear lesson outlines.</li> </ul> <p>Time out to attend PE coordinator training and CPD courses on active learning across the curriculum.</p>	<p>Through MSA affiliation (£1,350 Section 2) Subscription to Real PE and The PE Hub (in section 1) (£6,025)</p>	<p>Teachers are able to extend children's understanding. Children are taking part in a wider range of activities in PE.</p> <p>Children have wider choice of challenges to choose from Activities are taken from 'PE' lessons in to curriculum sessions and used to develop skills. Children benefit from wider vocabulary available. Children are able to build on previous years skills as the programme is continuous.</p> <p>Children take part in greater physical activity throughout the day.</p>	<p>Staff appreciate the importance and are more likely to incorporate activity in to lessons and deliver high quality PE lessons.</p> <p>Staff are embracing CPD and sharing new knowledge with each other, keeping ideas fresh and up to date. Staff are trained and will use this knowledge for a sustained period.</p> <p>Explore more CPD sessions. Speak to Staff about any particular areas they are less confident in.</p> <p>To have a refresher session on Real PE / potential weekly CPD sessions.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to have a positive experience of being active. Children to understand there is a wide variety of activities and sports they can get involved in.  To enjoy being active.	Children attended festivals  Sport specific days to introduce children to fencing and archery.	Part of MSA Subscription (£1,350)  £960 for Fencing & Archery Workshops	Enjoyment from trying new sports. More children taking part in community clubs. Children finding new ways to be active.	Children develop an interest in a range of sports and take this through to their adult life.  Children want to be active and are engaged.  Due to COVID-19 our Summer Term sport specific days were cancelled. We will continue to plan and implement these days to give children a greater opportunity.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to compete in a range of sporting competitions against local schools.	<p>Using MSA Affiliation to enter teams in to the below:</p> <p>Football Competition</p> <p>Netball Festival</p> <p>Cross Country</p> <p>MSA Inclusion Festival New Age Curling &amp; Boccia</p> <p>Haywards Heath Area Boys Football Haywards Heath Area Girls Football Handball Festival</p> <p>Sports Hall Athletics (5&amp;6)</p> <p>Sports Hall Athletics (3&amp;4)</p> <p>Basketball Festival</p> <p>Quick Sticks Hockey</p> <p>Hi 5 Netball League (Haywards Heath) Indoor cricket league Key Steps Gymnastics (MSA)</p> <p>To track the children taking part and target those who haven't had the opportunity or are less active.</p> <p>Send above children to specifically targeted events.</p>	<p>Included in MSA subscription</p> <p>- Bought in for 2 years.</p> <p>(£1,350)</p>	<p>- The number of children competing in inter-school competitions in KS2 was above 70% of children.</p> <p>(This would have been greater if the school was open as usual in the Summer Term as we had planned to enter 17 additional competitions)</p> <p>Children worked hard to push themselves to achieve their best. Children learnt key skills such as:</p> <p>Determination</p> <p>Respect</p> <p>Team work</p> <p>Resilience</p> <p>Growth Mindset.</p> <p>Over 50% of PP children took part in competitions (the others declined or are KS1 and those competitions were cancelled due to COVID-19 and the school was closed)</p> <p>During the lockdown we had over 50% of children taking part in the 'Specsavers Virtual Sussex School Games' all competing individually for the school against local schools leading to more active, happier healthier children in a time when inactive lifestyles could have been favoured.</p> <p>All KS2 children are given the opportunity to take part on specific weeks.</p> <p>Children developed leadership and team</p>	<p>It has created a culture within school and within the community that celebrates competitive sports and all children taking part. Children feel part of a team and a desire to do well for each other which is passed down throughout the years.</p> <p>To explore the possibility of a greater number of class to class competitions - across year groups or between year groups.</p> <p>Create a paired year group challenge to continue to encourage competitions within PE lessons.</p> <p>Create more opportunity for KS1 across schools or within school.</p>

Children to compete in intra school competitions	<p>Train and work closely with the new Sports Crew to:</p> <ul style="list-style-type: none"> <li>- Create weekly lunchtime competitions between school houses.</li> <li>- Create personal and team competitive challenge activities for the playground and all KS1 children</li> </ul>	<p>PE Coordinator TLR - Time in school and supply cost to work with Sport Crew</p> <p>(£1,183 - section 1)</p>	<p>work.</p> <p>Children learnt to solve problems and find resolutions in a safe environment.</p> <p>Children had a chance to take part in variations of 'sports' to encourage participation and desire to want to be active.</p> <p>Behaviour improved with a focussed active playtime.</p>	
	<p>Utilise the personal challenge and game element of the Real PE unit</p>	<p>PE Coordinator TLR &amp; Supply Cost to attend training (Section 1)</p> <p>£585 - PE Co-ordinator training</p>	<p>Children learn how the skills taught can be applied in a game.</p> <p>Children learn that they can persevere to better themselves</p> <p>Children have a clearer understanding of themselves as learners and can identify the level of challenge they need.</p> <p>Children build on skills taught in previous years, giving them confidence and develops their understanding each year.</p>	
	<p>Set up a School Games Day where all children participate in at least one track and one field event</p>	<p>PE Coordinator TLR &amp; Supply Cost to run event.</p> <p>Links with secondary school - no monetary value</p>	<p>A virtual Sports Day was set up for all children at home and in school to take part in.</p> <p>Children continued working to earn points for their house colour,</p>	

**23% - rolled over to Academic Year 2020/2021** - This is planned to be spent on researching opportunities to encourage active learning and ensuring children are active to more than 30 minutes a day. It will be used to support the recovery curriculum after a global pandemic. It will support the physical and mental health of all of our children. - Resources, Interventions, Training for staff and children.