

# EVIDENCING THE IMPACT OF THE PRIMARY PE AND SPORT PREMIUM 2019/20

Cloudside Academy



L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive



Cloudside Academy  
A L.E.A.D. Academy

# 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



## What is the PE and Sports Premium Funding?

The government has providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The 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

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

**Key Indicator 1:** the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

**Key Indicator 2:** the profile of PE and sport is raised across the school as a tool for whole-school improvement

**Key Indicator 3:** increased confidence, knowledge and skills of all staff in teaching PE and sport

**Key Indicator 4:** broader experience of a range of sports and activities offered to all pupils

**Key Indicator 5:** increased participation in competitive sport

## **Amount of grant received IN YEAR 2019/20: £18,300 (£16,000 + £10 per pupil)**

This year due to the situation with Covid-19 not all of the planned spend and subsequent impact has been able to take place. Therefore we will be carrying forward **£3255** of funding into next year and have re-arranged the actions to carry forward into next year. The following table details the actions and spend we were able to complete and the impact we felt this made:

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Awarded Gold school games mark and School Games Virtual Award following lockdown for Covid-19.</li> <li>• Employment of a designated PE Teacher with QTS and experience in teaching PE and School Sport to deliver PE lessons and extra-curricular activities.</li> <li>• PE Policy, Key Skills and Knowledge Document, Long-term and medium term plans updated and rewritten.</li> <li>• Being an active part of Erewash School Sports Partnership network of schools and events.</li> <li>• Increased participation in extra-curricular sports clubs with a greater range of sports offered. Total number of engaged pupils this year was 122 (45%)</li> <li>• The number of pupils that always bring their PE kit for lessons has improved.</li> <li>• Successful reintroduction of playground leaders with training and support given to Year 5 and 6 pupils.</li> <li>• Improved behaviour at lunchtimes through more sporting opportunities and supervision of a designated sport rotated on a weekly basis.</li> <li>• Increased levels of enjoyment and physical activity within PE lessons. All pupils receive a minimum of 2 hours weekly PE.</li> <li>• Increased participation in girls football with participation in 2 tournaments, a weekend girls only futsal club and designated day for girls only football at lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of realPE scheme of work across the school to develop 'The Whole Child' approach to teaching and learning of P.E.</li> <li>• Develop the assessment of PE using the 6 cogs of realPE (physical, personal, social, cognitive, health and fitness and creative) to drive PE forward in across the next 4 years.</li> <li>• Designated PE teacher to deliver all PE lessons and a variety of extra-curricular activities to all years groups in 2 hours blocks per week.</li> <li>• Develop the CPD of the PE Teacher to enable a greater knowledge of the subject and the leadership of the subject.</li> <li>• Improve health and fitness of all children (made worse by inactivity during the Covid-19 lockdown).</li> <li>• School has joined a 'cluster' of local schools to increase competition and participation across the school for boys and girls.</li> <li>• Train Year 4 playground leaders to deal with the split play and lunchtimes due to Covid-19 restrictions.</li> <li>• School to become more competitive and therefore improve performance in competitive games with a more practise time prior to competition.</li> <li>• Current intra-competition offer is small and needs expanding.</li> <li>• Focus on children who 'struggle' with PE particular children with SEND with a big focus has been on providing the opportunity for all pupils to try alternative activities and sports. SEND pupils, including those in our nurture provision, will receive 30 minutes physical activity per day, including pre-teaching from the PE Teacher.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Greater celebration of sporting successes with regular posts on social media.</li> <li>• PE Teacher created videos to promote physical activity and competition (including a Virtual Sports Day) during school lockdown.</li> <li>• Involved parents in the importance of physical activity. The school took part in 'Travel to Tokyo' – a campaign to promote more physical activity at home with a focus on participation of the whole family.</li> <li>• Investment in improved PE and School Sport equipment for the use in curriculum, extra-curricular and lunchtime delivery of sports.</li> <li>• New playground markings that children are using to play a variety of active games at break and lunchtimes.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce a wider range of PE challenges in PE lessons as well as pupils daily routines.</li> <li>• Sports Leaders to take a more active role in promoted physical activity and school sport.</li> <li>• Advertise sports job roles on the school's job board for children to take responsibility in school sport.</li> <li>• Classroom based theory PE lessons to educate children further about health eating and the importance of leading a healthy lifestyle for life.</li> <li>• Phased introduction of 'The Daily Mile' for all pupil.</li> <li>• Encourage children to continue their enjoyment of physical activity outside school and develop further links with the community to offer more outside pathways with local clubs. Eg Sandiacre Football Club, Wildcats</li> <li>• Specific 'Sport Zone' created on the main playground to allow children to concentrate on playing the various sports on offer.</li> <li>• Further developing our provision of the swimming curriculum to ensure an increase in end of KS2 expectations particular as many children missed out due to Covid-19 restrictions.</li> <li>• Develop and promote the school's healthy-eating policy.</li> <li>• PE lessons to include clear PSHE links with linked teaching so children understand the importance of mental-health and wellbeing.</li> <li>• Promote active lessons (including use of the Anomaly screen) and regular 'brain breaks' during learning to improve concentration levels and behaviour.</li> </ul> |
|--|--|

## Swimming

Due to the covid-19 situation we were unable to take pupils swimming from March onwards and have been unable to collect the data for year 6 Swimming 2020.

**Therefore the data below is based on the current Year 6 cohort's Year 5 data.**

We plan to look at swimming as an area of priority next year to ensure that we catch pupils up with provision as best as possible and also liaise with the secondary school with regards to the year 6 pupils and the next steps in developing their swimming.

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.	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	This data is not held as this element of the curriculum was due to take place in Summer 2019 but was cancelled due to Covid-19 restrictions.
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?	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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £18,000		<b>Date Updated:</b> 30 <sup>th</sup> 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: 60%	
Intent	Implementation		Impact			
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		Funding allocated:	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>		
<p>Pupils given access to high-quality resources during PE sessions and extracurricular activities. Enough quantity of resources to enable access for all.</p> <p>Children educated in the value and benefits of a healthy active lifestyle.</p> <p>We have ensured our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <p>Active lessons to increase physical activity levels, increased fitness levels and an enjoyment of sport and exercise.</p>	<p>All sports and activities taught in PE sessions fully resourced.</p> <p>Through PE lessons and sport, our children have begun to understand the role and importance of movement and fundamental skills in the development of their own physical literacy, fitness and well-being.</p> <p>Links have been re-established with Erewash School Sport Partnership with regular participation in competitions and festivals from Spring Term when the PE Teacher was employed.</p> <p>Purchased Resources</p> <p>Trained KS2 play leaders –</p>		£10700	<p>All individuals have access to sufficient resources to be able to engage fully in lessons</p> <p>Children are beginning to developed positive attitudes to health and well-being.</p> <p>Pupil concentration, commitment, self-esteem and behaviour has improved at lunchtimes and in PE lessons.</p> <p>Positive behaviour and a sense of fair play enhanced by using Play Leaders as role models.</p> <p>Pupils' physical activity at lunch and break increased as a result of initiatives and investment in equipment and redesigned</p>		<p>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.</p> <p>Continued monitoring of PE resources for wear and tear.</p> <p>Purchasing plan to ensure all sports are adequately covered.</p> <p>Track children's activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Classroom-based theory lessons to increase pupils' knowledge and understanding</p>

<p>Continuation of the development of KS2 Play Leaders scheme to support active playtimes.</p> <p>Opportunities provided for daily physical activity to increase pupils' activity levels throughout the day.</p> <p>Playground markings</p> <p>Subscription to Anomaly machine in playground,</p>	<p>additional training provided by ESP who provided the playground markings.</p>		<p>playground.</p> <p>Children across the school more active on a daily basis and enjoyed being active.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> <li>-Pupil attitudes and pupil voice</li> <li>-Curriculum map</li> <li>-PE policy</li> <li>- Registers of participation in extra-curricular activities</li> </ul>	<p>of what constitutes a healthy lifestyle.</p> <p>Tracked individual pupils' fitness levels through pre assessment and post-tests.</p> <p>Re-launch of the 'Daily Mile' initiative to include extracurricular times to ensure pupils are more active and increase their levels of fitness.</p>
---	--	--	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
<i>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:</i>	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupil Premium and SEND children are planned for and lessons and clubs facilitate full engagement of all children.</p> <p>Investment in new sports equipment which will enhance pupil's enjoyment and progress within PE.</p> <p>Children are more aware of sporting opportunities and successes within school due to celebration in assemblies, newsletters and social media.</p> <p>Consistent, high quality PE lessons taught by PE Teacher have improved attitudes and behaviour within PE.</p> <p>Ensured that PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils)</p>	<p>Pupil Premium pupils are targeted as a priority for after-school clubs. All clubs run by PE teacher are free of charge and financial assistance is available to PP children for clubs run by external coaches.</p> <p>SEND children are planned for in sessions</p> <p>More engagement with parents regarding the importance of PESSPA in schools including promotion of the 'Travel to Tokyo' initiative.</p> <p>Results and achievements celebrated during Celebration Assembly, social media and newsletters.</p> <p>PE display boards showcasing the recent sporting successes and teams.</p> <p>Play Leaders run playground physical activity games using the new school playground marking.</p>	£880	<p>All children's needs planned and catered for, including SEND.</p> <p>Communication – Newsletters/texts home to parents detailing the importance of PE (including swimming).</p> <p>School Sport and recent successes of our teams celebrated in assemblies, newsletters and on social media.</p> <p>PE display board created in main focal areas of the school.</p> <p>Pupils' attitudes and opinions to school sport, PE and the desire to represent their school at competitive sport.</p> <p>Pupils have a better understanding of the importance of leading 'healthy and active lifestyles'.</p> <p><i>Evidence includes: PE and extra-curricular timetables demonstrate the wide range of sports delivered. Whole school</i></p>	<p>Integration of realPE scheme of work across the school including the addition of realPE Gym and realPE dance.</p> <p>Aim to improve children's aspirations of PE and sport with a focus on positive experiences and the inspiration provided by role-models in sport.</p> <p>Appointment of School Sport Ambassadors to raise aspirations and give pupils both responsibility and a pupil voice for School Sport and PE.</p> <p>Sports leaders develop younger pupils into becoming leaders themselves</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond (focus on the holistic approach of realPE)</p> <p>Assessment and monitoring use of schemes and whole school</p>

			<p><i>curriculum plan and statement of intent for PE. Photographs from competitions and events. Pupil voice</i></p> <p>Awarding of Gold Games Mark for Sport and Virtual School Games Mark.</p>	<p>PE coverage to improve. Monitor success and engagement of SEND children in PE sessions and adjust. Monitor take up of Pupil Premium children for extra-curricular clubs and target children who do not participate.</p> <p>Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing.</p> <p>Review PE Action Plan development plan, PE policy and other key PE documents after Covid 19.</p> <p>Deliver engaging assemblies on upcoming key sports events. E.g. Euro 2021, Tokyo Olympics</p>
--	--	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				9%	
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<p>We have begun to raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>The PE Teacher is a full time member of staff and part of the school's long term plan. Consistency is key to pupil's learning and outcomes.</p> <p>The PE Teacher has PE experience and holds QTS so pupil's benefit from high-quality PE lessons.</p>	<p>All staff help to support and promote the school's objective of becoming a healthier and more active school through PE and School Sport.</p> <p>Increased engagement has led to an improvement in behaviour management of pupils during PE lessons and extra-curricular clubs.</p> <p>Internal CPD delivered by PE Teacher to other staff during staff meetings.</p> <p>The school has used some external qualified coaches to enhance the PE and School Sport offering.</p>		<p>£1550</p>	<p>Progression of pupils during curriculum PE lessons.</p> <p>Enhanced quality of provision and opportunities within lessons.</p> <p>Consistent approach to lessons and behaviour management strategies by PE teacher.</p> <p>More pupils enjoying and talking about PESSPA</p> <p>PE Teacher's testimonials of external companies who have delivered PE and CPD.</p>	<p>Introduction of a new PE scheme of work that focuses on the whole child and personal challenges that inspires and engages all pupils.</p> <p>A high-quality curriculum will ensure pupils are receiving a minimum of 2 hours high-quality PE weekly.</p> <p>PE Teacher to work with more specialists to improve CPD.</p> <p>Internal CPD delivered by PE Teacher to other staff (NQTs).</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>An improved range of sporting activities offered to pupils through the PE curriculum, lunchtime and extra-curricular clubs and competitions which has inspired new groups of children who would now like to continue playing this sport.</p> <p>SEND children to have a chance to try Paralympic sports (boccia, blind football, sitting volleyball, goalball)</p> <p>Focus on girls' football.</p> <p>Use of external sports coaches to deliver a wider range of sports (eg Yoga, Fencing)</p>	<p>All pupils have been encouraged to try new sports and activities offered at extra-curricular clubs that may not be offered during curriculum time.</p> <p>Year 5/6 play-leaders have taught children new active games to play at lunchtime.</p> <p>Attendance of a SEND sports festival in February.</p> <p>Attendance of two girls football tournaments, girls only football club and girls only football on the playground on Fridays.</p> <p>Sports Zone in playground, supervised by PE teacher, to promote a different sport each week.</p>	<p>£1400</p>	<p>New club offerings (eg handball, club fitness, futsal) have encouraged pupils who have not engaged with extra-curricular clubs before.</p> <p>Improved behaviour in lessons and at lunchtime. More children participating every lesson and less children not bringing on PE kit.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> <li>-Timetables and registers for competition, festivals and extracurricular clubs.</li> <li>-Communication letters/texts home promoting school offering of clubs.</li> <li>-Pupils voice</li> <li>-Feedback from pupils and parents following events, festivals or clubs.</li> <li>-School games mark</li> <li>-behaviour log</li> </ul>	<p>PE Teacher to deliver weekly interventions with SEN pupils in small groups to ensure they are getting access to new sports and activities. The aim is to improve their attitude and enjoyment to PE and allowed them to access a wider-range of activities too.</p> <p>To increase links with community clubs and organisations.</p> <p>Develop more relationships with community coaches so a broad and wide range of activities can be offered to all year groups.</p> <p>Children to develop wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.</p> <p>Children to be sign-posted to</p>

				pathways and encouraged to join local clubs to continue their enjoyment of sport and physical activity outside school.
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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>Enter a range of competition and festivals run by Erewash School Sports Partnership.</p> <p>Form links with Trent College who organise sports competitions for Year 5 children throughout the year.</p>	<p>Engaged with local Sports Coordinators to organise attendance at local competitions and festivals.</p> <p>Identified a set number of competitions/events to provide transport to.</p> <p>Ensured a mix of pupils got the opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>School PE noticeboard updated regularly to reflect the school team photos of children.</p>	£515	<p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>Pupils have taken pride in seeing themselves on the sports teams' notice board in their team photos.</p> <p>Gold School Games Mark Parental engagement improved and parents being more physically active with their children at home.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> <li>- <i>Competition reply slips and registers</i></li> <li>- <i>School Games Mark - Competition/ events calendar</i></li> <li>- <i>Photos displayed at school</i></li> <li>- <i>Competition reports</i></li> </ul>	<p>Continued involvement is events and festivals organised by Erewash School Sports Partnership and Trent College.</p> <p>To join a school cluster to increase the offering of inter-school sport for all year groups</p> <p>Development of intra-school competitions.</p> <p>Provided more opportunities for children with SEND and the least active and the least confident pupils to attend sports festivals and competitions in order to develop their confidence, resilience and social skills.</p> <p>Review attendance data and identify children for appropriate opportunities.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Gary Bowyer
Date:	31 <sup>st</sup> July 2020
Governor:	
Date:	