

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

St Anthony's VC Academy 2020 2021 REVIEW



Commissioned by
Department for Education

Created by



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

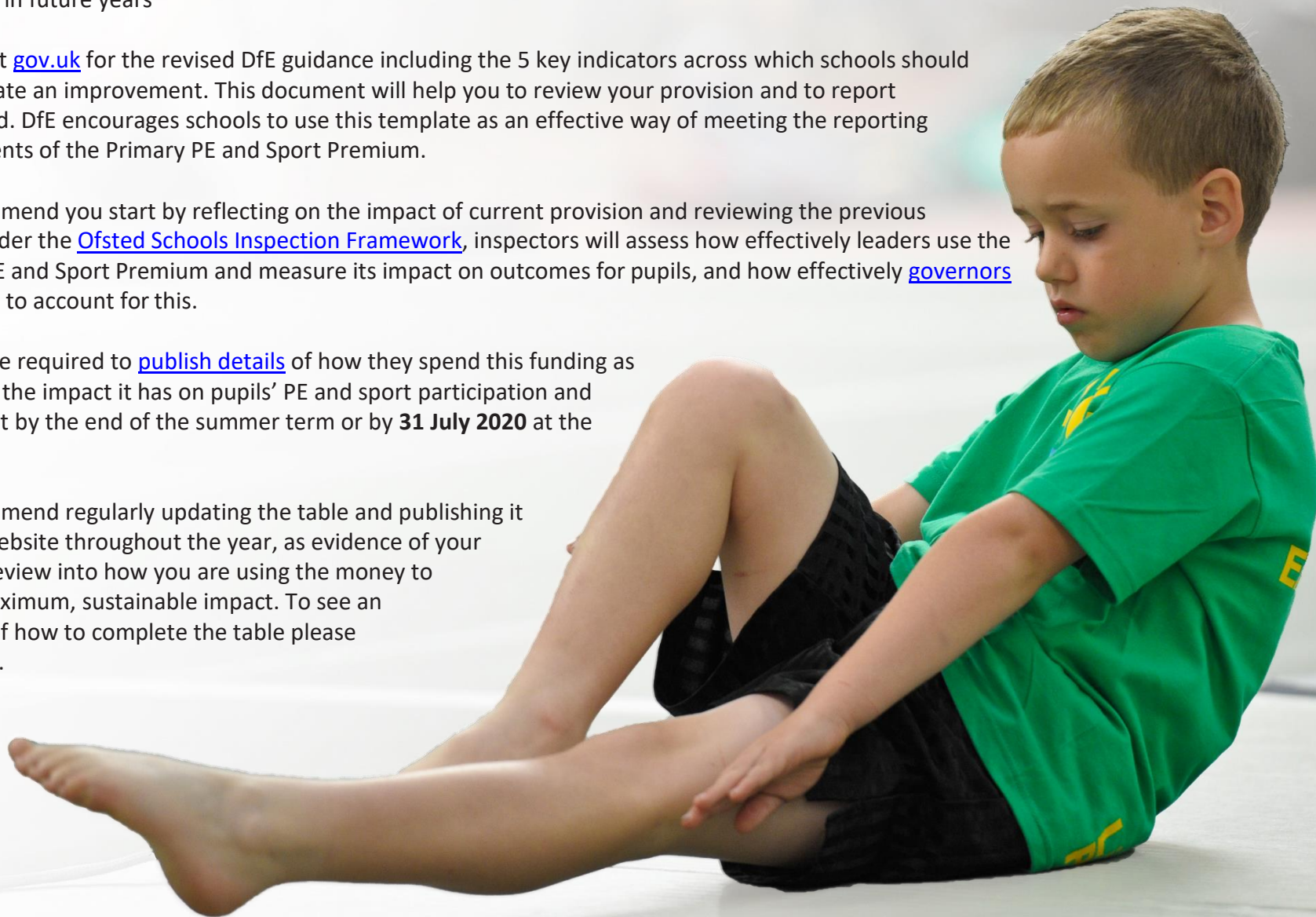
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>*Receiving Silver in the Games awards for the 2nd Year running – demonstrating the breadth of sport and participation across the school. This has been observed through extra-curricular and competitive sport</p> <p>Success in specific sports city wide due to quality provision and coaching across school in specific areas</p> <p>Increase in pupil participating in clubs across school, including those taking place on a lunchtime (Before lockdown)</p> <p>Data has started to show an increase in standards from previous year, both at the expected standard and greater depth. (2018-2019, 2019 2020 did show early signs of this)</p>	<p>*Continue to improve provision to impact positively on pupil achievement. A focus will be on increasing knowledge and understanding of teachers thus improving the quality of teaching and learning</p> <p>*Looking at specific improvements/analysis of provision to achieve 'gold' award for School Games Award</p> <p>*Increase range of pupils participating in wider school sport/physical activity and measure the success compared to previous years. Including opportunities for competitive sport</p> <p>*Improve further participation levels in physical wider than the school curriculum (as soon as possible under COVID restrictions)</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>73%</p> <p>(Children provided information as no official assessment)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>53%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>50%</p>
<p>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?</p>	<p>Yes/No</p> <p>Yes but this will be dependent upon COVID restrictions</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,007 (CF £4100) Total: £22107 (£22180 Slightly over Sub school budget)		Date Updated: Autumn 2020
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase physical activity over lunchtime. Delivered, where possible, by specific Sports coaches. See increase on previous % to ensure we are reaching more pupils	-Identify popular activities and seek coaches to deliver -Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored	£5280 (Includes a carry forward of £1000)	-Informal observation confirms children are more heavily engaged in physical participation across different parts of the school day but particularly at Lunch. Pupils are becoming involved independent of staff.	Further specific support from outside coaches to ensure the range of sports and activities explored is wider and more focus on skill development.
Purchase lunchtime equipment to enable an increase in pupils being physically active throughout the lunch period. (Previous target must continue)	-Invest in lunch time equipment to be used on the playground and in lunchtime sports clubs or by sports buddies -Ensure enough resources for individual classes (due to bubble arrangements this year)	£1,000	Individual classes have a range of resources to deploy over playtimes and lunchtime. PE coordinator has identified positive results through pupil voice and observation	Continue with approach, replenish as needed and seek different resources if deemed necessary.
Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in specifically planned physical activity (Carried forward from previous plan, additional money added to increase impact)	-Quotes/plans for best quality of provision. -Implement alongside CPD for staff -Time to show pupils/sports leaders how to use. -Staff development if required to led at playtimes and lunchtimes	£1400	Not able to follow through with this – to carry forward to next year. Plans to be put in place to allow for range of sports and activities to ensure maximum engagement.	To be quickly identified and planned in Autumn 2021 to ensure maximum impact.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%(but shared cost from section 1)
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise pupil attainment through increased active lessons in Literacy and Maths. Supporting academic and physical progress (If training is possible in COVID times, alternative in house training if not)	Further training for teachers in this area. Time provided for focus through staff development session/model lessons. SLT to ensure the profile of this approach is high	£200	Training not available but in school sharing of knowledge and ideas to implement in the classroom.	Carry forward and seek training next year.
Achieving the Gold Active Mark award to support the profile of PE and Sport across school. Currently 2 years of consecutive Silver held	SLT time and PE coordinator to spend time reviewing and monitoring provision to seek out areas of improvement and target specifics across the year	£200	Not able to apply – carry forward to next year	Focus for 2021/2022
Regenerate Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity (Where possible adapt for each class)	Training for pupils to deliver physical activity during lunchtime, equipment to support in implementation. Purchase clothing to raise profile.	£500	Profile has raised across school, despite some normal means of communication not being available. Playground equipment has specifically supported this.	Sports council to be created in 2021/2022 to sustain and build upon positive profile for future years.
Increasing the profile of sport and physical activity outside of the curriculum. Employing sports coaches over lunchtimes to increase levels of activity across lunch, focusing pupils in their free time ensuring they are ready for learning. (COVID restrictions may apply, may have to work in bubble situation)	Seeking and employment specific coach/coaches to implement a range of physical activities to meet a variety of age ranges. Providing a raised profile of Sport/Activity and to ensure pupils are focused and ready for learning straight after lunch (Previously reported by teachers a difficult time to engage pupils in learning)	£5280 (repeated cost) (Includes £1000 carry forward)	Sports coaches had a huge impact on physical levels – across school but, due to COVID, focused in upper KS2 which addressed missing active time from lockdown. Pupils were visibly more active and ‘exhausted’ for extra sessions which resulted in positive profile of sport across the school	Look at continuing this model but also in future years look at this becoming part of a school staff to ensure sustainability

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Previously 64% of pupils were working at the expected standard with 15% working at greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments.</p> <p>(Where possible approach will be resumed, dependant upon COVID situation, ideally as soon as possible as of huge benefit to pupils and quality provision)</p>	<p>-Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice.</p> <p>This includes: Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment</p> <p>-Staff CPD time through meeting times. SLT/PE coordinator to lead</p> <p>-Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting</p> <p>CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs</p>	<p>£9000 (Includes carry forward of £2500)</p> <p>(Cost was slightly greater lunchtime and after school provision included)</p> <p>£300</p> <p>£300</p>	<p>Greatest impact on pupil outcomes as teachers become more confident at planning and delivering the PE curriculum.</p> <p>Teachers are becoming more upskilled through the 2,2,2 model used.</p> <p>Two lessons for observation/CPD</p> <p>Two lessons of team teach and</p> <p>Two lesson of teacher key role and support provided to move forward</p> <p>PE coordinator identified improved practice and received positive feedback from teacher in the support they have received.</p> <p>Although CPD in PE was limited due to the COVID situation, the limited training was shared wider with staff and purchase of new online curriculum support contributed positively – resources to support upskilling of teachers thus improvements in outcomes and progress for pupils.</p>	<p>Modell to continue next year. Specifically targeted with new or identified staff.</p> <p>Specific CPD identified for next academic year through staff voice and PE coordinators findings. Will be delivered through this model.</p> <p>Further CPD will be sought next year and monies carried forward to support this. Online resources will continue as a tool to aid strong practice in PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the opportunities for wider ranging sports across all phases in school. Resulting in the percentage of pupils participating in sport and physical activity outside of curriculum time.</p> <p>-Focusing on provision during lunchtime (Identified in monitoring last year) and after school provision.</p> <p>26% participated in 2018/2019 Unable to compare 2019 2020 figures although first half of the year saw an increase.</p>	-Pay for additional/wider ranging extra-curricular coaching to achieve a breath of sports and increase pupil participation.(Must explore engagement for context e.g. boxing)	£1200	-Starting to increase range but not to the same as could have been in non COVID time. Examples of range this year included wider table tennis for younger pupils and fitness and health club. All pupils in school had a least one session of dance, with two classes having a session every week.	Continue with this focus during 2021 2022. New dance link to be continued as many had experienced dance in this way before and all enjoyed and became more active from it.
	Explore sports such as Table tennis (has been popular in the past) dance/gym as no current provision outside of curriculum	<p>£1500 (Increased amount due to equipment and increase in sets due to bubble restrictions)</p>	Specific children identified for wider sports such as kayaking and other water sports (wider than the children would experience in their local context)	Huge impact of increased offer and new equipment at lunchtime and should continue into next academic year.
	Purchase new equipment to support with implementation of specific clubs/activities (Bubbles must be considered) New table tennis tables are required		Lunchtime sports clubs and new equipment saw majority of pupils active and in some classes 100% activity involved in sporting activities	Lunchtime equipment must be sustained as saw largest impact of active children through this. Will need to have cost assigned to ensure resources are maintained and increased
	Review timetable and introduce more lunchtime Sports/Active clubs aimed at particular age groups and targeting pupils currently not involved in any wider activity		Not only were pupils more physically active but also more focused and improvements in behaviour were seen.	Taster session to be a focus next year as unable to offer this year. Build on links already made and seek new ones early in the academic year to sustain across the year and into future years
	SLT/PE coordinator to use collected data to analyse and specifically targets pupils/sports.		Proved more difficult to monitor this year due to bubbles and restrictions but positive feedback received - where possible increase in pupil participation was seen.	
Offer taster sessions for sports to establish interest and ensure correct sports are implemented. This should also be an opportunity to force club links in the wider community				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Enabling access to a variety of competitive sports and a range of pupils participating. Increasing pupils who historically do not participate in competition particularly wider than own school. (Data form 2018/2019 suggests 65% did not compete wider than their own school) Must make this a priority if restrictions allow</p> <p>-Increase participation in new wider competitions and look at forming club links, wherever possible, for pupils</p>	-Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.	£1000	Made use of online and virtual competition, undertaken in school and reported to HAS. Pupils engaged well and all across school took part in some form of active competition	Continue to pay for HAS as offers a valuable resources for competition
	Payment to join a range of wider competitive programs as they are available across the year	£200	Additional clubs offered and competitive sport increased and ensured 100% of KS2 were physically active outside of PE lessons and engaged in some form of small competitive games	Look at wider range of sports/activities not available to pupils or easy to access in the local context/community. Must increase by at least 50% with an aim of all pupils (Y2+) experiencing competition outside of own school.
	Introduce further in school competitive challenges and use the MAT to extend the level and comparison available.	£100	SLT monitored opportunities for competition with the curriculum and wider school sport and found this was increasing in lessons but pupils must now be competitive with pupils wider than their own school.	Build on new links to forge more opportunities for pupils moving forward. Seek out further coaches/sports tasters
	Ensure participation by all across the school. (In school may be key, particularly at the start of the year)		Links with clubs forged although not all able to attend school. New sessions introduced included dance taster with particular focus on boys and a competitive nature.	School to build in one whole school competition each half term with a different focus and if possible seek to share these wider with other schools.
	SLT to monitor the implementation of competition and PE coordinator ensure high levels of involvement across the school and feedback on impact.			
	Source community clubs to deliver additional (on top of 2hours provision) curriculum sessions to promote competitive sport. A range across the year.			

