# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

use the Primary PE and Sport Premium to:

* Develop or add to the PESSPA 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/guidance/pe-and-sport-premium-for-primary-schools) 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.

Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

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.

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| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
| * KEY INDICATOR 1: Daily Mile initiative introduced across year groups to boost daily minutes spent being active. All classrooms supplied with spare kit so pupils do not miss out on their PE lessons due to lack of suitable clothing. The number of pupils attending events is still on the rise. Pupils take part in inter school festivals and competitions every term through Erewash School Sports Partnership (ESSP). Bikeability runs successfully every year with average uptake. The attendance numbers for our after school clubs have increased significantly (from 53 pupils to 215) when compared to previous year due to the increased range of activities on offer. Coordinator conducts inclusive sporting activities during Granby Academy each Friday afternoon. * KEY INDICATOR 2: Updated PE noticeboard promotes activities and events taking place in and around school and remains in an area where parents and visitors can access it (in the school reception area). Coordinator adds to and updates this, along with the school website, as and when required to reflect achievements and participation regarding school sport across school. * KEY INDICATOR 3: School have purchased a scheme of work with easy to follow session plans for all staff (Primary PE Passport), meaning all children will access regular P.E education throughout KS2 which can be delivered confidently by staff members. Plans include differentiation for all abilities. * KEY INDICATOR 4: School experienced a Quidditch taster day and tournament last year to introduce a new activity and widen the range of sports/activities our pupils could access. Response was very positive from pupils and adults. * KEY INDIACTOR 5: Last year, the Sainsbury’s Survey results have shown an increasing number of children who are competing in both inter and intra-school competitions and those who are also attending after school clubs. | * KEY INDICATIOR 1: All classes need to re-engage pupils with the Daily Mile initiative during this academic year. School will be offering mini-leader/Ambassador training to bring more ideas into school for use at lunchtimes. After school provision and attending numbers need to continue to offer a wide variety. This will be done through an affiliated member of staff to school from the ESSP. Clubs to be offered free of charge to pupils to enable maximum opportunities for all pupils. * KEY INDICATOR 2: School is now on Twitter with a general whole schools page. Relevant details will be sent to HT to promote events and activities taking place around school sport and PE throughout the academic year. Lunchtime challenges at the end of a term to continue with the portable music system being used on the yard: behaviour/detention issues to continue to be monitored. Coordinator to discuss possibility of having a dedicated PE Twitter page run by coordinator to promote sport and PE from across school. * KEY INDICATOR 3: We will be investing in the Gold ESSP package this year in order to access a unit of CPD for Year 4 (basketball) and Year 6 (rugby) staff and pupils. CPD opportunities through the ESSP offered to all staff. * KEY INDICATOR 4: A member of staff from the ESSP will be delivering after school clubs twice a week this year, free of charge for all pupils to access. PE coordinator will be looking at booking further taster days for the whole school to experience. * KEY INDIACTOR 5: to continue this incline in numbers, school will be re-investing in the Gold ESSP package and school will continue to enter a wide range of sports to ensure opportunities appeal to as many pupils as possible. Extra opportunities for intra-year group and intra-school competitions will also be available this academic year through our chosen taster activities and staff will be asked again in their year groups to arrange end-of-unit competitions. |

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| **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. | 81% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 39% (Aquatic Award 5-7) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | **Yes**/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.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £19223 | **Date Updated: 22/07/2020** | |  |
| **Key indicator 1:** The engagement of all 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: |
| £6354.13 – 33.1% |
| **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:** |
| Taster days to be booked for whole school to access. Pupils will be able to experience new sporting activities that they may wish to pursue going forward.  Continuation of the Daily Mile to encourage pupils to be active for between 10-15 minutes per school day, outside of break and lunch times.  Speed stacking sets to be ordered. This national, record-setting activity will be used in classrooms on days when PE lessons can not go ahead due to poor weather. This will allow pupils to still access a new activity which improves hand-eye coordination, gross and fine motor skills and competitive skills, even when their standard PE lesson is disrupted or cancelled due to weather.  To continue to offer a wide range of after-school clubs. Every pupil will have access to new sporting activities that will broaden their experiences.  End-of-term lunchtime activities and competitive challenges to continue-led by our Sports Ambassadors (skipping challenges, archery, number of goals scored in 60 seconds, etc). All pupils encouraged to participate. Music to be played on the yard to create a positive atmosphere. Pupils will be encouraged to be active through dance or participation in the activities.  Promotion of active lunchtime activities to be continued to be facilitated and led by Playleaders. Every pupil in school will have access to quality equipment and activities every day.  Complete heatmap on <https://www.activeschoolplanner.org/> to highlight areas of inactivity throughout the school day.  Employment of full-time playleader (N.C) to encourage, facilitate and supervise active lunchtime activities. | Quidditch and Dan the Skipping Man to be contacted and booked during Autumn 1.  Remind all staff in first staff meeting of September to timetable this in to new schedule.  Order speed stacking set-March 2020.  Staff meeting time required to demonstrate to staff and give them time to try it out before delivering it in classes.  Video resources available online to support classes too.  Member of staff from ESSP to work at Granby two days a week, during which two after school clubs will be offered to all pupils at no charge.  Meetings with Ambassadors to take place before the last week of each half term to discuss their ideas for activities to lead.  Miss Chambers (mini leader training attended in September 2019) to continue organising Playleaders and keep track of equipment needed to facilitate quality lunchtime sessions. Coordinator to compile list of equipment needed.  To be completed before end of 2020 to highlight areas for improvement at the start of the next academic year. Coordinator to source resources/ideas to boost physical movement during lessons and send to staff.  N.C to work each lunchtime Monday-Friday. A small team of playleaders will be selected from Y3-6 to help. | Dan the Skipping Man-£790  ESSP member of staff-£1974  Purchasing of new equipment to facilitate active lunchtimes: £376.13  £3214 | Skipping reintroduced during lunchtimes and through Sports Ambassador challenges. Positive impact on active minutes during the school day.  Positive impact on active minutes during the school day for most classes.  Numbers were continuing to increases until March 2020. Pupils were enjoying a wider range of clubs and pupils who had not attended before had signed up.  Pupils have continued to look forward to these sessions. Atmosphere on the yard is positive with many more pupils than the average day being active. Cheerleading and dancing with pom-poms is always popular with music. Positive impact on active minutes.  Positive impact on active minutes for all pupils. Lunchtime observations show a large percentage of pupils on the yard during lunchtimes are engaged in physical activity in a positive way.  Coordinator aware of less active time during the school day. The map has been shared with staff as well as resources so we can increase the level of activity during classroom lessons wherever suitable. This will have a positive impact on pupils’ active minutes during the school day.  Observations of the playground during lunchtimes are positive with the majority of pupils taking part in at least one activity for the duration of their time on the yard. | Quidditch did not go ahead in July due to COVID-19. Coordinator to rebook for the next academic year.  Not every class participated for the desired 3x per week. This is to continue next year and be discussed during staff meeting in September.  Product out of stock during COVID-19 disruption. To be ordered over summer or in September 2020 for use next year.  Clubs facilitated by a member of ESSP staff to continue next year when COVID-19 risk assessments allow. Pupil and parent voice survey to be conducted again in Summer 1 (completed during school closures) to assess effectiveness and opinions of more clubs being available. Options for next year’s clubs to also be taken from parent and pupil suggestions.  To continue next year.  To continue next year. Coordinator to also put together year group break time activity kit bags to encourage this at breaks as well as lunches.  Heatmap to be re-done in December 2020 so coordinator can compare previous version to new one and show improvements or areas that need to be a continued focus.  To continue next year. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £53.46- 0.28% |
| **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:** |
| End-of-term lunchtime activities and competitive challenges to continue-led by our Sports Ambassadors (skipping challenges, archery, number of goals scored in 60 seconds, etc). All pupils encouraged to participate. Music to be played on the yard to create a positive atmosphere to continue to reduce behaviour issues. Pupils will be encouraged to be active through dance or participation in the activities.  Updates regarding school sport successes and engagement to be sent out on Twitter when relevant and also added to school website.  Final pieces of new equipment purchased to facilitate our Forest School sessions. Sessions run in afternoons throughout the week by a trained adult in school to support pupils’ needs. | Meetings with Ambassadors to take place before the last week of each half term to discuss their ideas for activities to lead.  Relevant photos and information to be shared with or created by PE coordinator and sent to HT to tweet. Pupils to be shown updates and celebrate this in classes.  Order placed via office manager to facilitate this. | £53.46 | Pupils have continued to look forward to these sessions. Atmosphere on the yard is positive with many more pupils than the average day being active. Cheerleading and dancing with pom-poms is always popular with music. Positive impact on active minutes.  Low impact. Results from parent survey indicate that few parents use the school website and would like to see more on Twitter or on newsletters.  Pupils able to access high quality sessions with appropriate equipment. The range of activities we are able to deliver at Granby has increased. Forest school leader has reported increased positive engagement with sessions. | To continue next year.  Coordinator to further discuss possibility of having a dedicated PE Twitter page run by coordinator to promote sport and PE from across school ready for September 2020.  Equipment to be monitored over the coming months to assess effectiveness and the need for any further purchases. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| £4466 – 23.2% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?:** |  |
| **consolidate through practice:** |  |  |  |  |
| Courses booked through the ESSP include:   * Midday supervisor training x 1 staff member * iMoves course x 1 staff member * Girls football virtual training x 1 staff member   Whole year group CPD sessions booked through ESSP package for Y4 and Y6 pupils and staff (basketball and rugby). Staff will be able to take ideas from their sessions to implement in their own lessons going forward.  Planning and assessment app-based tool to be renewed. Feedback from staff so far has indicated that this tool is much more convenient.  Release of PE Coordinator to attend PLT meetings 2 x per year through our ESSP package.  5 x staff to attend training course: ‘Working alongside trans, non-binary and gender questioning people’, on Thursday 14th November in order to address a rise in the number of pupils requiring support in school and to address the issue of trans pupils in sport. Pupils will feel supported and included in school sport at a primary level.  Staff in Y4 and Y5 have highlighted the need for swimming training to boost confidence and quality of these sessions. | Coordinator to book staff on to course(s) in July 2019 when dates are released.  Emails to be sent to remind staff to seek advice on app use if needed.  Yearly planning done by PE coordinator (drag and drop style) ready for teachers to access their own set of plans.  Seek feedback from staff in Spring 1  Dates of meetings included in partnership affiliation package. Supply cover to be booked to release coordinator for ½ days.  Course booked via Eventbrite and cover in place for staff attending.  Places on course booked by office manager. | GOLD ESSP package-£3000  Cost of supply cover-£127  £699  GOLD ESSP package-£3000  Cost of supply cover-£254  Cost of five places on the course-£137.70+supply cost for one teacher=£386 | Positive feedback from Y4 staff and pupils. The range of sports that staff are receiving experience in is growing and lessons will be positively impacted going forward.  Pupils are receiving a wider range of PE lessons (lacrosse and Danish longball have been introduced within Y5 and 6) and teachers have access to a more varied selection of activity ideas that they can easily select from.  Staff now more confident in addressing these topics with pupils who need support and help in school. Pupils who were previously struggling feel more settled and more able to access opportunities in school sport and PE without barriers. Positive feedback received.  PE coordinator has fed back to ESSP the implications of single-sex sports teams in competitions on trans pupils (such as the limits in the Hi-5 netball competition on female:male numbers in a team).  No impact yet-training did not go ahead due to COVID-19. | Ideas brought back by staff member attending courses to be implemented in their own year groups before looking at implementing across school. Further CPD opportunitis to be offered to staff next year through the ESSP. Staff who have not attended this year will be encouraged to participate. Y3 and Y6 (for the missed rugby sessions) to be targeted for in school CPD sessions with ESSP.  Staff have reported that the number of learning objectives available to cover in one 45 minute lesson is too large. Coordinator to create a PE progression map which designates the objectives for each PE unit to a specific year group. This will also ensure clear coverage from Y3-6 of national curriculum objectives and will better show clear progression across KS2.  To be raised at the next PLT meeting for discussion. (Summer meetings cancelled due to COVID-19.)  To be rebooked next academic year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| £6779 – 35.2% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?:** |  |
| **consolidate through practice:** |  |  |  |  |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. This year, we have again opted for the GOLD affiliation package to ensure continued access to the wide variety of festivals, competitions and events offered throughout the year. Pupils will have access to new sporting activities that will broaden their experiences.  Invest in extra swimming sessions for Year 6 to ensure as many pupils as possible leave primary school with the necessary skills and experiences in swimming.  End-of-term lunchtime activities and competitive challenges to continue-led by our Sports Ambassadors (skipping challenges, archery, number of goals scored in 60 seconds, etc). All pupils encouraged to participate. Music to be played on the yard to create a better atmosphere in the hopes that behavior issues will be reduced, and pupils will be encouraged to be active through dance or participation in the activities.  Quidditch and Dan the Skipping Man taster sessions to be booked for whole school to increase experience of different non-traditional sports. Y3 pupils will be able to experience Quidditch for the first time, whilst Y3, Y4 and Y5 will experience professional skipping sessions for the first time.  Speed stacking sets to be ordered. This national, record-setting activity will be used in classrooms on days when PE lessons cannot go ahead due to poor weather. This will allow pupils to still access a new activity which improves hand-eye coordination, gross and fine motor skills and competitive skills, even when their standard PE lesson is disrupted or cancelled.  New sporting opportunities made available via the Primary PE Passport app. Range of invasion game opportunities widened to include Lacrosse.  To facilitate boccia sessions for pupils to experience in Granby Academy: boccia. This is an activity which all pupils can be included with, including those who use wheelchairs. | Sign up for a range of activities throughout the year when the ESSP release details of these events. Ask staff to help with these to ensure not all responsibility and demands on time lie with the coordinator.  Offer a different club through ESSP each half term, free to all students.  Extra sessions to be offered to those not yet reaching the government recommendation in Summer terms.  Meetings with Ambassadors to take place before the last week of each half term to discuss their ideas for activities to lead.  Quidditch and Dan the Skipping Man to be contacted and booked during Autumn 1.  Order speed stacking set-March 2020.  Staff meeting time required to demonstrate to staff and give them time to try it out before delivering it in classes.  Video resources available online to support classes too.  Lacrosse set purchased to facilitate sessions in Y5.  Coordinator to offer Boccia alongside archery during Granby Academy sessions during 2019-20. | GOLD ESSP package-£3000  Cost of supply cover-£635  ESSP member of staff-£1974  £ (awaiting confirmation)  Dan the Skipping Man-£790  Pop Lacrosse class set-£265  Replacement New Age Boccia set-£115 | Numbers were continuing to increases until March 2020. Pupils were enjoying a wider range of clubs and pupils who had not attended before had signed up.  Sessions in in summer term did not go ahead due to COVID-19. School still to be charged.  Pupils have continued to look forward to these sessions. Atmosphere on the yard is positive with many more pupils than the average day being active. Cheerleading and dancing with pom-poms is always popular with music. Positive impact on active minutes.  Skipping reintroduced during lunchtimes and through Sports Ambassador challenges. Positive impact on active minutes during the school day.  Sessions did not go ahead due to school closures.  Inclusion for all pupils improved. Feedback has been positive and the sense of competition during sessions has been great. Pupils are now given the opportunity to try a new sport/activity that they might not necessarily have had the opportunity to try outside of school. | Continue actions through our ESSP affiliation next year.  Seek updated parents views on the range of provision for pupils via the parent voice survey (completed summer term 2020).  To continue next year.  Quidditch did not go ahead in July due to COVID-19. Coordinator to rebook for the next academic year.  Product out of stock during COVID-19 disruption. To be ordered over summer or in September 2020 for use next year.  Coorindator to add to Y6 planning for next year so pupils can still experience this activity.  To continue next year. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| £3635 – 18.9% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?:** |  |
| **consolidate through practice:** |  |  |  |  |
| Continue to offer a wider range of competitive opportunities through our affiliation with the ESSP. Every pupils will have access to competitive sporting activities that will broaden their experiences.  Year groups to arrange intra-cohort competitions at the end of a unit of work where appropriate, e.g. at the end of a hockey unit, classes play one another for points.  Quidditch taster sessions to be booked for whole school to increase experience of different non-traditional sports. School house competition conducted over the course of the sessions.  Speed stacking sets to be ordered. This national, record-setting activity will be used in classrooms on days when PE lessons can not go ahead due to poor weather. This will allow pupils to still access a new activity which improves hand-eye coordination, gross and fine motor skills and competitive skills, even when their standard PE lesson is disrupted or cancelled. | Sign up for a range of competitions throughout the year when the ESSP release details of these events. Ask staff to help with these to ensure not all responsibility and demands on time lie with the coordinator, and so that our pupils have access to the widest range of sports as possible.  Coordinator to email staff to remind of this in Autumn term. To be planned within year group teams.  Facilitators to be contacted and booked during Autumn 1.  Order speed stacking set-March 2020.  Staff meeting time required to demonstrate to staff and give them time to try it out before delivering it in classes.  Video resources available online to support classes too. | GOLD ESSP package-£3000  Cost of supply cover-£635 | Low impact-Y6 enjoyed netball competitions between classes to bring all their learnt skills together from a unit of work. Other competitions were unable to go ahead due to school closures and risks involved with COVID-19. | Continue actions through our ESSP affiliation next year.  Organisation of further intra-school competitions in all year groups.  Quidditch did not go ahead in July due to COVID-19. Coordinator to rebook for the next academic year.  Product out of stock during COVID-19 disruption. To be ordered over summer or in September 2020 for use next year. |

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| Total spend for 2019-2020 academic year: £11888.59  Totals in black font reflect spending before April 2020.  Totals in orange font reflect spending after start of new tax year April 2020. | |
| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Miss J Robinson |
| Date: | 22/7/2020 |
| Governor: |  |
| Date: |  |