



Evidencing the Impact of the Primary PE and Sports Premium

What development needs are a priority for your setting and your students now and why?

| Key achievements to date: | Areas for further improvement and baseline evidence: |
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| <ul style="list-style-type: none"> ○ Achieved School Games Mark – Gold July 2019 ○ Qualified sports coaches are employed to complete 1:1 coaching programmes with class teachers to create a legacy of learning ○ Structured lunchtime play with Play Leaders supporting activity ○ Training to support the delivery of PE in terms of assessment, progression and curriculum planning ○ Resources to support the delivery of PE in terms of assessment, progression and curriculum planning ○ Provide varied sports for children to participate in to develop a range and increase variation and interest, including fencing, balance bikes, archery. ○ Provide and target free-of-charge after school sports clubs to develop sports multi-skills ○ Work closely with locality schools to run regular sports events and competitions on a variety of themes (including disability access) and develop teamwork skills ○ Increasing participation in competition through intra-, inter- and wider locality school events ○ Identify pupils to complete additional swim instruction to maintain and improve the stroke stamina and technique in preparation for the Y6 expectation | <ul style="list-style-type: none"> ○ Maintain the amount of intra- and inter- school competitions (SGM criteria) ○ Engage in local sports leagues ○ Physically active BASC programme within the structure of each sessions ○ Play Leader to extend programme through Pupil Voice requests and supporting supervisors to run additional breaktime activities. ○ Link the additional break time activities with Pupil Voice and responsibility in terms of selecting equipment to meet the needs of the children. |

| Meeting national curriculum requirements for swimming and water safety | Completion Rates |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 2019: 75% 2020: 87.5% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 2019: 75% 2020: 87.5% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 2019: 75% 2020: Covid-not taught |
| 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 |

Action Plan and Budget Tracking

2020-2021

Capture intended annual spend against the 5 key indicators. Clarify success criteria and evidence of impact to be measured.

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| Academic Year: 2020– 2021 (budget as of April 2020) | Anticipated total fund allocation: £16,650 | Date Updated: Summer 2020 |
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DUE TO COVID-RESTRICTIONS AND LOCKDOWN, SOME ACTIONS REMAIN

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| 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: |
| | | | | 60% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to offer a range of After Schools when restrictions lift. Increase physical activity as part of a before and after school inclusion To provide opportunities within the school day for pupils to be physically active | A range of sports clubs provided during the week to deliver clubs for targeted groups of pupils (see below) Active session for 10-20 minutes as part of the BASC Continue play leader support at lunch, meet pupils & arrange activities | £9.950 | <ul style="list-style-type: none"> Increased participation in clubs Increased activity for children in BASC (in particular before and after school child care) Play Leader and MSA to arrange activities, resource equipment and rotate access to active areas (outdoor gym) | |

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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | 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: |
| Post covid-restrictions, each teacher to receive a term of non-contact allocated to run a free club based on activity/sport | Monitor the registers to track the engagement for all pupils and ages, including the least active | £900 | <ul style="list-style-type: none"> Children are observed as more physically active during the school day 2hrs of PE weekly | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Allocate two terms of non-contact to coach alongside MSP to put into practice the sport tuition (PECS) | High level sporting tuition through team-teaching | £5,320 | <ul style="list-style-type: none"> Increased teacher delivery in coached sessions. | |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide varied sports clubs to meet the needs of all pupils and therefore encourage activity amongst the least active | Plan for clubs based on non-contact term allocations | £500 | <ul style="list-style-type: none"> Incorporate non-traditional sports into additional clubs eg yoga, aerobics, circuit training More movement and enjoyment amongst our least active | |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Post-covid restrictions, PB coaching to manage attendance at local sport leagues | Link PB Coaching to developing a team across a term to be connected with league play and competition | £480 | <ul style="list-style-type: none"> Children experience league play and competitions Develop sports-values and weave into school behaviour strategy | |

Action Plan and Budget Tracking

2019-2020

Capture intended annual spend against the 5 key indicators. Clarify success criteria and evidence of impact to be measured.

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| Academic Year: 2019– 2020 (budget as of Apr 2019) | Anticipated total fund allocation: £16, 690 | Date Updated: July 2019 |
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| 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: |
| | | | | 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide opportunities for pupils to experience a range of sports through after school clubs | At least 5 sports clubs provided during the week to deliver clubs for targeted groups of pupils (see below) | £5,433 | <ul style="list-style-type: none"> • More clubs offered to pupils in both Key Stages. • Increased participation in clubs • Increased activity for children in BASC (in particular before and after school child care) • Play Leader activities based on Pupil Voice • Play Leader to support additional games for MSAs | <ul style="list-style-type: none"> • To further support engagement, focus on resourcing the outside area has been enhanced with the inclusion of an outdoor gym • Weekly supervision varies the activities on offer thus engaging different groups of children |
| Increase physical activity as part of a before and after school inclusion | Active session for 10-20 minutes as part of the BASC | | | |
| To provide opportunities within the school day for pupils to be physically active | Continue play leader support at lunch, meet pupils & arrange activities | | | |

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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 31% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Each teacher to receive a term of non-contact allocated to run a free club based on activity/sport | Additional club each term to add to the existing MSP x2 & PB coaching x2 across the week | £5.320 | <ul style="list-style-type: none"> • Children are observed as more physically active during the school day (2hrs of PE and during break times) | <ul style="list-style-type: none"> • Due to lockdown, the staff club rotation ceased and thus not fully complete |
| This could include attending sports leagues if applicable in the locality | Monitor the registers to track the engagement for all pupils and ages, including the least active | | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 31% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Allocate two terms of non-contact to coach alongside MSP to put into practice the sport tuition (PECS) INSET training to build activity into lessons through stage 2 of Outdoor Learning | High level sporting tuition through team-teaching Deliver and monitor the utilization of Outdoor Learning activity ideas in lessons (October 2019 onwards) | £5,320 | <ul style="list-style-type: none"> Increased teacher delivery in coached sessions. Evidence of Outdoor Learning training increasing activity in learning across the curriculum | <ul style="list-style-type: none"> PECS was scheduled for inclusion in the Summer term and thus postponed due to lockdown Outdoor learning training was facilitated and utilized due to covid-guidance |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide varied sports clubs to meet the needs of all pupils and therefore encourage activity amongst the least active | Plan for clubs based on non-contact term allocations | £500 | <ul style="list-style-type: none"> Incorporate non-traditional sports into additional clubs eg yoga, aerobics, circuit training More movement and enjoyment amongst our least active | <ul style="list-style-type: none"> A creative movement club ran during the Autumn/Spring term Multi-Skills club ran through term 1-3 |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 2% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide training club and link this to accessing the local football league/LCFC Schools challenge Share the values needed for competition and display through local links eg LCFC Trophy | Link PB Coaching to developing a team across a term to be connected with league play and competition Values day with Trophy Visit | £360 | <ul style="list-style-type: none"> Children experience league play and competitions Develop sports-values and weave into school behaviour strategy | <ul style="list-style-type: none"> A number of activities were completed based on the LCFC league success Values were a focus for our school ethos and used in weekly assemblies. |

Action Plan and Budget Tracking

2018-2019

Capture intended annual spend against the 5 key indicators. Clarify success criteria and evidence of impact to be measured.

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| Academic Year: 2018 – 2019 (budget as of Apr 2018) | Anticipated total fund allocation: £16, 620 | Date Updated: Autumn 2018 |
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| 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: |
| | | | | 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide opportunities for pupils to experience a range of sports through after school clubs To provide opportunities within the school day for pupils to be physically active | At least 5 sports clubs provided during the week to deliver clubs for targeted groups of pupils Continue play leader support at lunch, meet pupils & arrange activities | £5,373 | <ul style="list-style-type: none"> • More clubs offered to pupils in both Key Stages. • Increased participation in clubs • Play leaders organising and leading activities | <ul style="list-style-type: none"> • Play leader tracked lunch games uptake, which showed a range of children across the school engaging • Multi-sports x2, football and dodgeball – uptake lessened due to small cohorts |

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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Release ST to implement a whole school approach to the School Games Mark at silver level | Linking with colleagues and locality schools, increase opportunities for competition Reference equipment use and in school provision to increase participation in activity | £1,500 | <ul style="list-style-type: none"> • Children are observed as more physically active during the school day (2hrs of PE and during break times) • Evidence of Outdoor Learning training increasing activity in learning across the curriculum | <ul style="list-style-type: none"> • Non-contact time allowed ST to track our school heat map and plan to widen opportunities and sign-posting • Achieved SGM Gold |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to fund experts in sports for young children to work across the academic year upskilling staff in their own professional development in further areas of sport. | MSP coaches to provide high level sporting tuition across the school to enable teachers to implemented ideas into their own teaching practice | £5,320 | <ul style="list-style-type: none"> Increased teacher delivery in coached sessions. Resourcing, ideas and coaching develops teachers' CPD Attendance at training sessions from PE experts | <ul style="list-style-type: none"> PECS extended teachers' skills in wider PE disciplines this year to support delivery of less traditional sports, eg archery |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 15% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Resource coaches and equipment to continue the provision of varied sports to meet the needs of all pupils and therefore encourage activity amongst the least active | Fund individual and nontraditional sporting coaching for children to experience. | £2,500 | <ul style="list-style-type: none"> Continued increase in a variety of non-traditional sports More movement and enjoyment amongst our least active | <ul style="list-style-type: none"> Varied sports has engaged our less active children. Nursery have been involved in these activities also eg fencing as well as multi-skills activities supporting their PD and PSED curriculum strands |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Incorporate a range of intra-school competitions and those with local schools in terms of both leagues and events | Resource the local school competition programme Engage with locality sports events competing against Lincoln schools Engage with local leagues and implement sports coaching for team training | £1,500 | <ul style="list-style-type: none"> Attend and organize competitions as evidenced in participation and registers Publicise the events and activities through newsletter, twitter, dojo | <ul style="list-style-type: none"> Intra-school competitions have increased on a termly basis Inter-school events have been completed on a half termly basis across the school Low number have affected team make-up this year |

Action Plan and Budget Tracking

2017-2018

Capture intended annual spend against the 5 key indicators. Clarify success criteria and evidence of impact to be measured.

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| Academic Year: 2017 – 2018 (budget as of Apr 2017) | Anticipated total fund allocation: £13,103 | Date Updated: Autumn 2017 |
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| 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: |
| | | | | 13% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Make a range of sports through after school clubs accessible to all children | Provide sports club free-of-charge across the academic year to provide an additional hour of sports each week | £1,748 | <ul style="list-style-type: none"> Increased accessibility and thus participation in clubs Continued engagement in clubs due to enjoyment | <ul style="list-style-type: none"> Market the clubs specifically at KS1 and KS2 to allow a balance of physical size and participation Extend clubs into the school day |

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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 11% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Release ST to implement a whole school approach to the School Games Mark at bronze level | <p>Linking with colleagues and locality schools, increase opportunities for competition</p> <p>Reference equipment use and in school provision to increase participation in activity</p> | £1,500 | <ul style="list-style-type: none"> Children are observed as more physically active during the school day (2hrs of PE and during break times) Evidence of Outdoor Learning training increasing activity in learning across the curriculum | <ul style="list-style-type: none"> Continue working with the county SGO and work towards the silver level |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 40% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Fund experts in sports for young children to work across the academic year upskilling staff in their own professional development. | MSP coaches to provide high level sporting tuition across the school to enable teachers to implemented ideas into their own teaching practice | £5,320 | <ul style="list-style-type: none"> Increased teacher delivery in coached sessions. Resourcing, ideas and coaching develops teachers' CPD Attendance at training sessions from PE experts | <ul style="list-style-type: none"> Continue and increase the PECS programme and focus on outdoor sports Ensure that strategies are incorporated eg warm-up and gymnastics |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 13% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Resource specialist teachers to complete additional swim instruction to maintain and improve the stroke stamina and technique in preparation for the Y6 expectation | Fund additional swim tuition for those who would benefit from swim continuity to ensure the 25m achievement is maintained | £1,700 | <ul style="list-style-type: none"> During swim assessment, identified children have maintained skills | Continue swim assessment programme and record keeping to ensure system continually supports the identified children |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 19% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Resource audit and re-organisation to make better use of the equipment and space to raise pupil activity | Complete re-design on the field area to provide additional areas of field sports (2 pitches, running track, rounders area, two gross motor movement zones, and performance area. | £2,500 | <ul style="list-style-type: none"> Sports area completed and used for intra- and inter- competitions | <ul style="list-style-type: none"> The equipment and arrangement is a legacy for future children Increase number of competitive opportunities Maintain visual checks |