



# PE and Sport Premium Evaluation Report

2020-2021

#TransformingLives

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST





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:

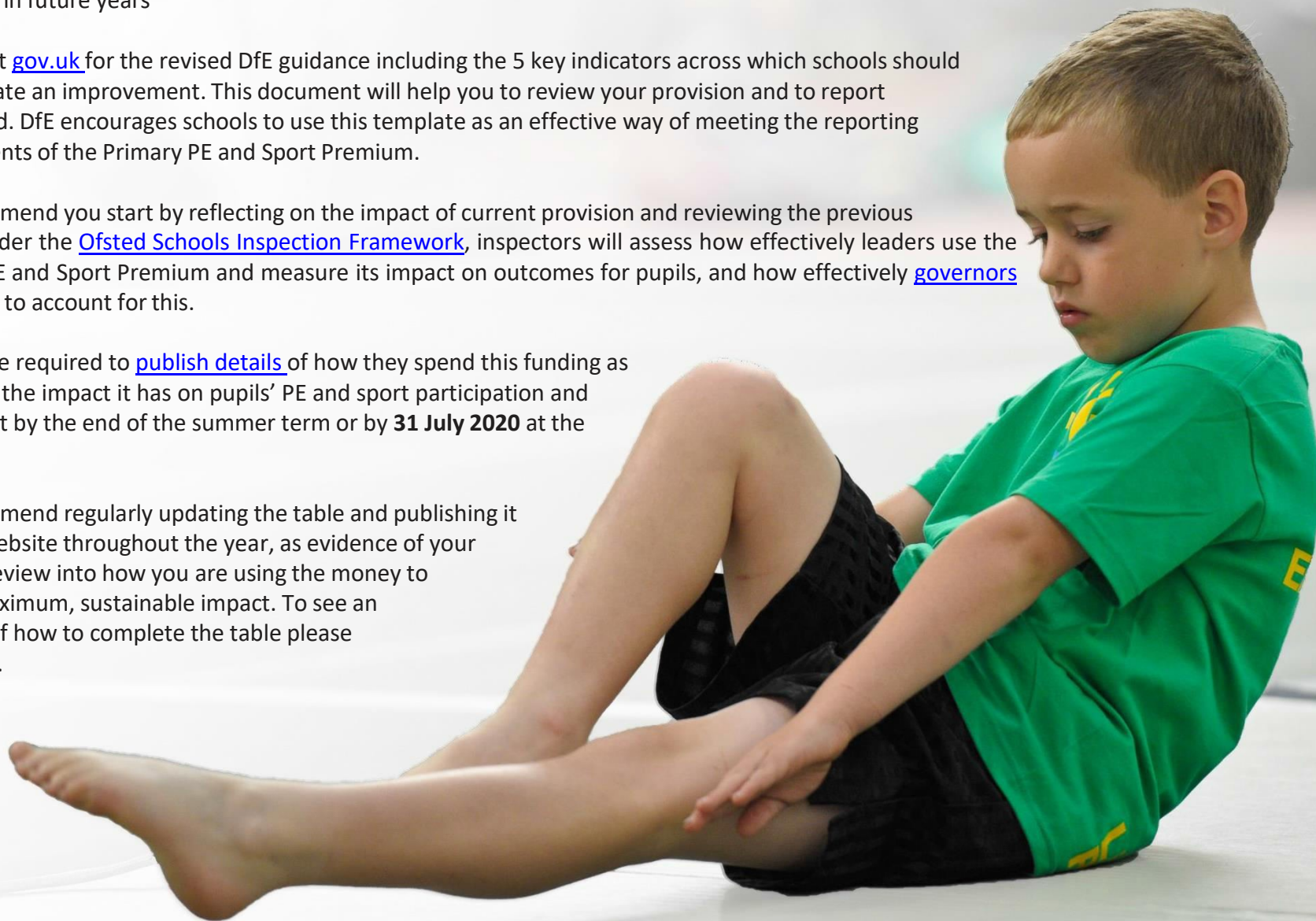
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<ul style="list-style-type: none"> <li>✓ Improved teaching of PE.</li> <li>✓ Opportunities for staff to develop knowledge and skills in the teaching of PE</li> <li>✓ More children taking part in more sports</li> <li>✓ Fewer obese children in Y6</li> <li>✓ More active children across the school</li> <li>✓ PE teacher used to mentor and coach vulnerable children in their academic work</li> </ul>	<ol style="list-style-type: none"> <li>1. To maintain the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress</li> <li>2. To increase opportunities for participation, including for all, in a range of extra-curricular and competitive opportunities</li> <li>3. Improve health and wellbeing of pupils, parents and staff</li> <li>4. The profile of PE and sport being raised across the school as a tool for whole school improvement</li> </ol>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	2019-2020-Incomplete due to COVID
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2019-2020- Incomplete due to COVID
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2019-2020- Incomplete due to COVID
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?	

## 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: 20-21	Total fund allocated: £19050	Date Updated: 22.7.21		
<b>Key indicator 1:</b> 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: 33%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Embed the PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum (Power of PE Curriculum)</li> <li>PE learning shared within termly Curriculum Maps</li> <li>To provide professional development and support for subject leader and staff through employing specialist sports coaches</li> </ul>	<ul style="list-style-type: none"> <li>All staff are confident and competent to deliver high quality PE for all</li> <li>Most staff are confident and competent to use a range of teaching and learning styles in PE to match lesson content</li> <li>All pupils confident to try new activities</li> </ul>	£1350  £5000	Staff surveys indicated that 86% of staff were more confident in delivering a broad and balanced PE curriculum.  Pupil Voice (autumn term) indicated that children were becoming more confident with the apparatus in gym lessons and were able to discuss the benefits of daily exercise.	Keep building the motivation of pupils and staff to sustain interest and resilience  Staff keep up to date with CPD through the ATTI, HSSP, and through the expertise of Sports Coaches.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>• Pupils understand the contribution of physical activity and sport to their overall development</li> <li>• School values and ethos are complemented by sporting values</li> <li>• Behaviour for learning in PE is outstanding</li> <li>• All pupils, including those in Nursery and Reception, will experience outstanding PE provision</li> <li>• Greater alignment, whole school awareness and expectations within the PE team due to the introduction of faculties</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and run a Sports week to raise the profile of sport and PE across the school</li> <li>• Arrange workshops to introduce children to less familiar sports e.g. fencing, trampolining etc</li> <li>• Continue to arrange an ‘inspirational event’ with key speaker to talk to share their enthusiasm and competitive natures with the children inspiring them to work hard to reach their goals.</li> </ul>	<p>£3500</p>	<p>Sports/Olympics week carried out in July 2021.</p> <p>Planned workshops in the Spring term could not take place due to Covid-19 (visitors could not attend). Money for this was re-allocated into a permanent sports track, ‘Mile a Day’.</p>	<p>Maintain and build upon links with the local community in order to become more involved with sporting competition and festivals.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				19%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Positive attitudes to health and well-being</li> <li>Improved pupil behaviour and a reduction in lunchtime problems</li> <li>Enhanced, extended, inclusive extra-curricular provision</li> <li>More confident and competent staff</li> <li>Positive impact on whole school</li> </ul>	<ul style="list-style-type: none"> <li>Provide training and payment for teaching assistants and coaches to develop playground games at breaks and lunchtimes</li> <li>School Council to survey pupils to establish what activities pupils would like to be available</li> <li>VP to re-launch Play Leaders</li> <li>VP to purchase any necessary equipment</li> </ul>	<p>£1500</p> <p>£2200</p>	<p>Less incidents on CPOMS as children were engaged through active lunch and break times.</p> <p>Play leaders worked alongside pupils who found lunch and play challenging (within Covid bubbles) and this led to increased confidence in the targeted children.</p>	<p>PE lead and Sport Coaches to network to further develop knowledge and skills in teaching PE and sport.</p> <p>Develop opportunities for staff to benefit from Sports Coaches expertise through 'deliberate practice' in a coaching capacity.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Key indicator 5: Increased participation in competitive sport</b>				29%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p><b>Competitive opportunities</b></p> <ul style="list-style-type: none"> <li>Pupils gain the experience of representing their school.</li> <li>Pupils are part of community clubs that the school has links to</li> <li>All talented pupils are signposted to appropriate sports clubs or other pathways</li> <li>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development</li> <li>Access to a variety of sporting experiences</li> <li>Pupils develop swimming skills in the younger years to better equip them with the skills and knowledge to be able to progress faster when they are taught swimming in year 6</li> </ul>	<p>Competitive opportunities</p> <ul style="list-style-type: none"> <li>Promote competitive opportunities for all pupils across school (year 1 – 6) in both intra and inter school formats</li> <li>Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured</li> <li>Make links with community clubs</li> <li>Through membership of ESSA continue to provide opportunities for school sports team to be part of external competitions e.g. leagues, judo</li> <li>Additional provision for years 3,4 and 5 swimming opportunities enables them to have life skills and knowledge to build upon prior to entering year 6</li> </ul>	<p>£3500</p> <p>£2,000</p>	<p>Sports week/Olympics week included opportunities for pupils to be competitive from Nursery through to Year 6 and this was thoroughly enjoyed by all participating pupils and staff members.</p> <p>Links with clubs were established in the autumn term, however due to Covid-19 this came to a halt in the spring &amp; summer terms. Money for this was re-allocated into a permanent sports track, 'Mile a Day'.</p>	<p>If Covid restrictions permit, provide opportunities for pupils across the school to represent Ravens Academy in competitions and festivals within the local area of schools.</p> <p>If Covid restrictions permit, Sports coaches to offer a wide variety of before and after school clubs to encourage the children to participate in wider sporting opportunities.</p>



			Swimming could not take place due to Covid-19.	
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