

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Learning Focus Weeks show that the teaching of PE is 'Good' or 'Outstanding' in years Reception, 1 and 6 and delivery is consistent across the whole school.</li> <li>● Half termly moderation of assessment with all PE staff shows consistency of teaching and learning.</li> <li>● Whole PE team cpd in Level 1BG Gymnastics and Awareness of Autism in PE has helped improve confidence and subject knowledge of all PE staff. Learning Ladders have continued to be used by all staff and are</li> <li>● Both Key Stage 1 and 2 have had the opportunity to represent Ranelagh at competition.</li> <li>● 10 PESS clubs have taken place, 100% of children from years 1 to 6 have had the opportunity to attend at least one club.</li> <li>● Holiday clubs ran during October half term and February half term.</li> <li>● Bike club takes place every Wednesday.</li> <li>● All year groups had the opportunity to go to Forest Schools where they were provided unique outdoor learning experiences.</li> <li>● New PE equipment has encouraged healthy active play across the school during PE lessons and at playtime.</li> <li>● Excellent use of the sport partnership with specialist PE coaches working alongside teaching staff during PE lessons which has facilitated much of the above.</li> <li>● Development of children as sports leaders during PE lessons; playtime and sports day was successful and can be seen in the attainment of Year 5 and Year 6 children. This is to continue.</li> <li>● Encouraging all pupils no matter what their need to enjoy sporting activities – Pupils with SEND – travel to Beckton gym and participate in activities, swimming and inclusive PE sessions. They competed in both 'Inter' and 'Intra' school sporting activities.</li> <li>● In November, Ofsted did a deep dive into the PE curriculum and its impact was extremely positive</li> </ul>	<ul style="list-style-type: none"> <li>● To provide opportunities for PE staff to team teach with each other to learn from an individual's strength and area of expertise. – Continue professional development to up skill all staff.</li> <li>● To build in more PE moderation throughout the academic year. – To increase accuracy of assessment and share leadership qualities.</li> <li>● Continue to provide opportunities for more 'intra' competitions in light of Covid-19. – Less or no inter competitions taking place.</li> <li>● To train midday supervisors in active play activities. - Children have more structured physical activities during lunch and play time.</li> <li>● Further develop sports leaders to run activities during lunchtime. –Continue to up skill children and add to the existing cohort.</li> <li>● To deliver level 1 and 2 bikeability cycle courses for Year 5 (Covid dependent). – Our children need more confidence when cycling.</li> <li>● SL completing level 5 certificate in Primary School PE Specialism. – To raise the standards within primary school physical education teaching and learning.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: ££1223</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p><b>Provide staff with professional development opportunities, and signpost twilight sessions to develop subject knowledge and confidence in PE.</b></p> <p><b>Audit PE resources - ensuring sufficient equipment for each class in light of social distancing and Covid 19.</b></p>	<p>Identify staff to attend the level 5 certificate in Primary School PE Specialism to raise the standards within primary school physical education teaching and learning.</p> <p>Ensure there is enough PE equipment for all year groups to safely and effectively deliver PE lessons and daily physical fitness breaks, while maintaining social distancing and other Covid safeguarding guidelines.</p>	<p>£500</p> <p>£700</p>	<p>PE Lead currently completing level 5 PE certificate. PE lead has delivered sessions and supported teachers during lockdown - providing virtual PE lessons and support for teachers and parents.</p> <p>PE resources audited and new equipment bought to match curriculum map. COVID friendly PE equipment and storage boxes to ensure all classes had their own equipment following guidelines.</p> <p>Daily physical activities show an increase in physical and mental healthiness. Pupil voice reflects this.</p>	

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	12%
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?	25%
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?	Yes Money will be put aside - and depending on the Covid situation will be utilised for children to catch-up

## 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

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £19,410 <b>Total fund allocated £19,410 = total budget. 70% allocated to inclusion in the TTLT Sports Hub (£13,587)</b> <b><u>Ranelagh Sports Premium fund = £5823</u></b>	<b>Date Updated:</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
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:
<b>In light of Covid-19 provide greater extra-curricular sporting opportunities for all pupils, including after school and lunchtime clubs</b>	Continue with quality coaching to inspire our children to participate in after school sport. Working with Sports Hub Director for TTLT as well as sports apprentice to increase uptake  To maintain and increase the number of children participating in competitive and non-competitive physical activity, following Covid risk assessment.  To develop new staff's teaching skills.	£1500	An increase in children participating in live lessons and recorded extra curricular activities on Google Classroom.  A combined support with Ranelgha and TTLT to provide activities for families and children showed an increase in physical healthiness.  Staff surveys provided insight into areas staff feel they need more support - especially during home learning.	

<p><b>To engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and promote a healthy lifestyle</b></p>	<p>To implement our sports apprentice in running playtime and lunchtime PE clubs</p> <p>Continue with initiatives (following Covid risk assessment) such as:</p> <ul style="list-style-type: none"> <li>● Football Academy coaching</li> <li>● Basketball club</li> <li>● Fitness club</li> <li>● Athletic club</li> <li>● Badminton club</li> <li>● Sports leaders club</li> <li>● Cycling club</li> <li>● Dodgeball club</li> <li>● Gymnastics club</li> </ul> <p>Invite parents to attend Sports Day 2020/21, and encourage an even greater uptake, Covid dependent.</p> <p>Early morning/after school physical activities aimed at engaging key parent groups, with a focus on improving pupil attendance, Covid dependent.</p>		<p>Sports apprentice supported teachers with providing daily physical lessons and videos during home learning. Engaging children using various physical and sport links and recordings.</p> <p>Following COVID guidelines year groups were supplied with equipment to continue initiatives such as physical clubs and sports clubs during break and lunch times.</p> <p>Followed guidelines during sports day and school events and shared with parents.</p>	
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**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	Impact	Impact
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>Enhance the playtime experience by making playtimes and lunchtimes more active.</b></p>	<p>New, exciting equipment has been bought to encourage healthy, active play across the school.</p> <p>Peers as Sport leaders Year 5 and 6 experts to encourage sport in the playground (training necessary) and to organise sports day 2020/21 - following Covid risk assessment.</p>	<p>£1500</p>	<p>An increase in participation across all year groups during break and playtime based on the variety of new equipment and a range of activities.</p> <p>Sports leaders participated in creating physical activities and videos during home learning and early morning physical activities.</p>	
<p><b>Improve and maintain the range of P.E equipment to ensure that the children have a diverse option of sporting areas.</b></p>	<p>To audit and replenish PE equipment termly.</p> <p>Restock new storage areas, especially on the top floor</p>		<p>Reviewed PE curriculum and ensured a variety of high quality equipment available.</p>	
<p><b>To ensure high quality outcomes for all pupils in PE</b></p>	<p>Teachers and all staff using PPA to review and check assessment within PE. Formal summative assessment carried out termly with next steps identified.</p> <p>Staff to use 2Simple as a means for collecting evidence to support assessments.</p> <p>Teachers are pushing more able pupils to achieve at greater depth.</p> <p>Use of a specialist sports coach one day per week to support NQT's and other new teachers.</p>		<p>Across the school good progress was made in all aspects of PE between Spring and Summer term, however some areas had a higher rate of progress. There were significant improvements made in Year 6. Catching across all year groups was an area of improvement.</p> <p>A variety of evidence on Google Classroom showed an increase in physical healthiness and participation.</p>	

<p><b>To implement targeted academic intervention for select children using physical activity as a medium (a PE intervention program)</b></p> <p><b>Continue to plan for more learning walks to take place to monitor standards in PE.</b></p> <p><b>To ensure good/outstanding teaching in PE is increasingly consistent.</b></p>	<p>Sports apprentice trained on how to work with small groups/individual children to improve progress and attainment across the curriculum (20-30 minute sessions on select days)</p> <p>Learning walks planned. Feedback to PE team given to ensure teaching and learning is good to outstanding.</p> <p>Feedback from monitoring generates actions points that are followed up.</p>		<p>Sports apprentice supported teachers with providing daily physical lessons and videos during home learning. Engaging children using various physical and sport links and recordings.</p>	
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Improve the teaching of Physical Education and the learning experience for all pupils.</b></p>	<p>To use a coach (TTLT Sports Director) across the academy, pooling funding to share the cost of training and organising inter-school sports competitions (continue to work in partnership across the TTLT)</p> <p>New teaching staff will be given the opportunity to team teaching with a partnership specialist as well as a sports apprentice, following Covid risk assessment.</p> <p>All staff are confident to deliver effective PE lessons, with at least</p>		<p>Participation was encouraged and well attended during home learning and evidenced on Google Classroom.</p> <p>Sports lead supported teachers in planning and preparation of physical activities following covid guidelines and home learning.</p> <p>Staff survey completed and staff supported based on outcome.</p>	



<b>To become affiliated to the association for PE.</b>	Pay afPE for membership to keep abreast of initiatives, health and safety and news		provide a safe environment for children to stay physically healthy throughout the covid year.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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><b>Enhance the playtime experience by making playtimes and lunchtimes more active.</b></p> <p><b>To further enhance Ranelagh's partnership across the Tapscott Learning Trust</b></p>	<p>The early years outside the area has been renewed and play equipment bought to ensure a creative and stimulating physical environment.</p> <p>Peers as Sport leaders Year 5 and 6 experts to encourage sport in the playground (training necessary) and to organise sports day 2020-21, Covid dependent.</p> <p>PE lead to work with the Lead Sports Development Coach (Paul Belcher) to enhance and develop PE at Ranelagh and leadership skills.</p> <p>Continue to develop sports links with other schools across the borough (Cumberland/Langdon partnerships). Covid dependent.</p>		<p>Early years playground renewed providing an enjoyable learning space that promotes learning through play and movement.</p> <p>Sports leaders participated in creating physical activities and videos during home learning and early morning physical activities.</p> <p>Sports leaders and specialist coaches supported teachers in the planning and resourcing of online lessons and videos during home learning and early morning physical activities.</p>	

<p><b>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided</b></p> <p><b>Pupils are excited and engaged when in school, and make the most of opportunities offered.</b></p>	<p>Continue to promote swimming as part of a healthy, active lifestyle and enable children to swim 25m unaided.</p> <p>Swimming lessons to continue for Year 6's in June/July. Covid Dependent.</p> <p>Develop pupils' confidence, independence and team work through opportunities for outdoor and adventurous activities.</p>		<p>Year 6 children completed an intensive 2 weeks of swimming lessons allowing children the opportunity to learn to swim as well as water safety and self-rescue.</p>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p style="text-align: center;">%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impat</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Continue to provide opportunities in competitive sport both 'inter' and 'intra' school in partnership with the Tapscott Learning Trust, Cumberland School Partnership and the School Games network.</b></p>	<p>Specialist teachers and staff from the Partnership to develop physical activity and areas within the PE curriculum.</p> <p>As part of our The Tapscott Sport partnership agreement, we will have greater access to a wider variety of competitions and staff development opportunities.</p> <p>To help selected pupils, including the disabled and those who have special</p>		<p>Sports leaders and specialist coaches within TTLT supported teachers in the planning and resourcing of online lessons and videos during home learning and early morning physical activities.</p> <p>PE lead supported teachers in planning engaging lessons that focused on a variety of games</p>	

	<p>educational needs, to overcome barriers and enjoy the benefits of PE and sport.</p> <p>To continue with our pupils with SEND participating in 'competitive' sport- both 'Inter' and 'Intra' school participation.</p>		<p>and sports; allowing children the opportunity to compete within the class following covid guidelines.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Shannon Tessier
Date:	15.09.2021
Governor:	
Date:	

