

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Little Munden C of E (VC) Primary School



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (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](#) (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 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](#) 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.

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
• Gold Sportsmark awarded July 19 • All children accessing well over 30mins physical activity every day • Better uptake for sports after-school clubs (particularly with addition of Dance and Speedstacking) • 100% children across the school (N-Y6) have engaged with level 1 intra-school competition during the academic year 2019/20 • 100% children in KS2 have or would have engaged with level 2 intra-school competition during academic year 2019/20. Those who didn't were unable to due to Covid-19. • 6 KS2 children took part in all six possible sports clubs • 7 children who have not previously taken part in extra-curricular sports clubs joined either dance club, speedstacking club, or both.	• Because we do swimming lessons on a rotational basis, it is time to review who in KS2 cannot yet swim and to organise lessons for them in collaboration with another local school (in order to make it financially possible) • Look at increasing range of sports clubs for KS1 and EYFS children • Continue to involve pupils in planning of which extra-curricular sports activities we provide, especially children recognised as not currently attending any sports clubs.

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.	50% (1 out of 2 total)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50% (1 out of 2 total)

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (covered by land based session due to Covid 19)
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?	No

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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.

Little Munden Primary School

Academic Year: 2019/20		Total fund allocated: £16568		Date Updated: 5.7.20				
Key indicator 1: The engagement of <u>all</u> 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:		
						2%		
I n t e n t		I m p l e m e n t a t i o n		I m p a c t				
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:

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• Provide a range of activities – implementation of new extra-curricular timetable. Increase the number of clubs for children, particularly more unusual sports and activities	• Increasing the range of clubs provided; Dance club, Speedstacking club, netball club new this year; continuation of football, tag rugby, rounders as suggested by children. • Working and liaising with more providers and sports clubs (ALL FOR SPORT) – Dance teacher found and now running after school dance club • Pupil needs/interests (Pupil Voice) – pupils have say in which sports after-school clubs we provide		• 90% KS2 children, 58% KS1 children and 58% EYFS participated in at least one sports club over the year. • 55% KS2 children participated in two or more sports clubs options (ie two or more different sports) • 3 KS2 children participated in all six sports club opportunities • By providing different opportunities for clubs (dance and speedstacking) 6x KS2 children and 1x KS1 child did a sports club when they wouldn't have if Speedstacking or Dance were not available • 4x places at Dance Club were funded by school PP, allowing children to do a sports club who wouldn't have been able to otherwise	• Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending. • Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. • PP funding and free places given where applicable to support families who need extra – help accessing these clubs
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Develop provision for physical activity at lunchtime by increasing the amount of playground resources to provide playground activity facilitated by MSA's and year 6 playleaders.	- Year 5/6 leaders and MSA trained in Playground Games. - Create activity schedule (with input from Y5/6) so playleaders are able to maximise physical activity at lunchtime and be closely monitored by MSA team.		- Y5/6 Pupil led clubs have included hockey, tennis, cricket, football - Activity schedule has meant different resources have been used from the shed - Activity schedule means that children are practising skills learnt in PE lessons (eg netball shooting, hockey dribbling) This is increasing some children's enjoyment of PE lessons because of increased confidence - During return to school following Covid 19, each bubble has had something to use during break and lunchtime (play equipment, fitness equipment, bucket of resources)	Lunchtime activity facilitated by year 5/6 leaders and MSA so the provision is in house and not costing anything apart from replacing resources such as balls, rackets etc
Provision of personal challenges to encourage active break and lunchtime behaviour	Use of HWSSP personal challenges: Autumn Term skipping, Spring Term speed stacking		- All KS2 children and majority of KS1 children take part in these personal challenge activities - Achievement and participation are celebrated in weekly Celebration Assemblies - Speedstacking has been particularly beneficial for motor control of several children with SEND (eg dyspraxia) - Positive effect on leadership skills of Sports Ambassadors and Y5/6 leaders	

• Make good use of Fitness Outdoor Equipment (installed summer 2019)	• Pupil lead fitness goals and independently lead activities.		• Children make use of fitness equipment at break and lunchtimes • Some children who aren't able to run the Daily Mile on certain days (eg asthma) are able to use fitness equipment instead.	Can be used in structured P.E lessons, will be there for a sustainable amount of time.
• Continue Daily Mile	• Provides children with a healthy exercise first thing in the morning providing fitness.		• All children access 15mins Daily Mile, and at least 30mins at break/lunchtime – so well over Chief Medical Officer's recommendations	Very little Maintenance and added to the annual P.E inspection. Easy to maintain over the whole year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	

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:
PE and School sport to have high profile in Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	- Achievements in PE and School sport to be celebrated in assembly (match results + notable achievements in lessons from the book) - Children encouraged to celebrate external achievements.		- Sports Coach regularly provides celebration awards for weekly Celebration assembly, celebrating both sporting achievement and effort during PE lessons. - Match results are always reported in Celebration assembly. - Sporting achievements outside school are celebrated in Celebration assembly – sports in 2019/20 have included tag rugby, football, swimming, gymnastics, dance. These achievements are by children from Reception up to year 6.	- Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport, as well as sport outside of school, are central to the lives of all pupils. - SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.
Promote HWSSP Personal Challenges throughout the school as part of encouraging all children that they can do well at sport and to try sports until they find one they enjoy	- HWSSP personal challenges with top results going into inter-school competition: - Autumn term skipping challenge - Spring term speed stacking challenge - Encourage children with SEND to try different sports (eg speed stacking, dance, running)		One KS2 child with EHCP took part in cross country running competition – this is the only sport he is able to do competitively as he often does not understand the rules of eg football, rounders. He showed increased confidence and pride in his achievements	Continue to work across the school to identify and encourage children with SEND to try range of sports

Ensure children are able to try a wide range of sports and activities, particularly as part of our Fitness week program	- Ensure a wide range of sports/activities are provided throughout the week. - Provision of after school clubs which are not the usual football, athletics etc.		- Unfortunately, Fitness Week this year did not take place due to Covid-19. - However, all children (from N to Y6) were invited to take part in the Herts Virtual School Games. No EYFS or KS1 children sent results back, but 93% KS2 children took part (some in school, some from home) 6x KS2 children and 1x KS1 child attended the new-this-year Dance Club who did not attend any other sports club – this has got these children active where they wouldn't otherwise have been	- Next year when possible we will continue to provide a range of sports and activities. - Ask for parental contribution and donations from the Friends of Little Munden if necessary. - Ensure that Y5/6 Residential to In2Action includes as many sports as possible that children wouldn't usually get to experience (especially PP and vulnerable children) - Cost of Dance Club is generally covered by parents, but we have used PP and Sports Premium money to fund PP and other children who otherwise would not be able to attend.
Promote Sports Ambassadors as leaders of school sports	- T-Shirts provided for Sports Ambassadors - Ambassadors to take part in three conferences throughout the year - Encourage all Y5/6 children to be good play leaders		- Sports Ambassadors show pride and wear their ambassadors' t-shirts for PE lessons and when representing their school at competitions - Sports Ambassadors are good role models for other children - Ambassadors went to both conferences before lockdown - All year 5 and 6 children are good playleaders, organising activities for the younger children including lunchtime clubs and activity areas on the playground	- How play leaders can work in current climate will need to be explored next term, eg how it can work with bubbles, how equipment can be used safely etc. - New sports ambassadors would usually be elected in the summer term, but this will be done at the start of the Autumn term - We will continue to use the Sports Partnership to help us train our Ambassadors, but that may look different next year to how it has done before.

• Include active element throughout curriculum	• CPD of staff (Sports Leaders course involving Active English Sept 2019) • Info from Active English fed back to other school staff in school staff meeting • Access free resources		• Children report that they like being active as part of lessons and that they can learn better when they move regularly • Handwriting has improved across the school because of implementation of many factors including active curriculum.	• No ongoing cost apart from training staff who are new to the school. • Large changeover of teaching staff into 2020/21 but we will do in house training in active curriculum
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

80%

I n t e n t	I m p l e m e n t a t i o n	I m p a c t	
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:

Continual upskilling of staff	- High quality PE lessons delivered by PE specialists to provide ongoing CPD for all staff (including TAs) - Members of staff to access Partnership training (eg PE conference, PE co-ordinators' training) - Feedback following any training to whole staff in staff meetings - Quality resources purchased to enable high quality teaching of PE and to allow children to achieve goals because of quality resources		- High quality PE lessons are delivered – monitored by Head and SLT - Staff include Active Curriculum content in lessons as often as appropriate (following CPD Sept 2019 for LF, who then shared ideas and resources with other teaching staff in staff meeting) - Due to Covid-19, Year 6 teacher trained to deliver Safe Self Rescue land based teaching – delivered to all year 6 pupils July 2020	- Continue to use high quality PE specialists to provide ongoing CPD - Continue to access training opportunities through HWSSP
Embed use of active curriculum elements in as many lessons as is appropriate	- Active English covered at HWSSP training Sept 2019 – info then shared with other teaching staff during staff meeting - Active elements involved in as many lessons as possible (not just English – across the curriculum)		- Children report they find it easier to learn when they are also able to move around as part of lessons - Children report that when they get to have movement breaks within longer lessons it helps them to concentrate - Teachers have noticed a reduction in low level disruptive behaviour during lessons where children are given movement breaks - This has been particularly true for certain children with SEND	Active curriculum elements will need to be shared with new members of staff (new head teacher, two new teaching members of staff, one new member of support staff Sept 2020)

Continue to encourage members of staff to take part in Daily Mile	- Encourage members of staff who are able to take part in Daily Mile - Celebrate achievements of staff as well as students (eg Daily Mile stickers, celebration certificates) - Celebrate achievements outside school of staff (eg several staff members have run 10k or half marathons and this has been celebrated in celebration assemblies) - Train staff in appropriate alternatives when it is too wet to run outside (eg dance workouts, chair workouts, Bodycoach etc)		- Most staff take part in Daily Mile each day - Staff who are unable to take part provide encouragement to pupils and members of staff running - Staff are more confident to find online or deliver an alternative if the weather is too wet to run outside	- No ongoing cost - Importance of Daily Mile will need to be shared with new members of staff Sept 2020, particularly new head
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
I n t e n t	I m p l e m e n t a t i o n	I m p a c t		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	suggested next steps:
• Introduce new sports clubs, based on ideas from the children about what they would like	• Speedstacking club – run by school staff at no extra cost • Dance club – run by external provider. Parents pay, but we cover cost for PP or other vulnerable children • Try to engage less active pupils		• Speedstacking club: 16 attendees (this is the maximum we could accommodate) – 2 of whom attended no other extra-curricular sports club apart from speedstacking • Dance club: 18 attendees – 6 of whom attended no other extra-curricular sports club apart from dance • 11 KS2 children identified as “less active” were involved in Dance and/or Speedstacking club • There are now only 6 KS2 children (15%) who have not attended a sports club this academic year. Of those, 3 attended a sports club in the summer term last year, which obviously did not happen this year. If they had done the same this year, only 3 KS2 children (7.5%) would not have taken part in a sports club this year.	• Continue to use pupil voice to inform which sports clubs to provide as extra-curricular activities • Numbers for dance club mean that it should be feasible to continue this (when we are able to have after school clubs again with children from different classes following Covid-19)
• Provide children with range of sports to try as part of annual fitness week	• Investigate possibilities for fitness week (eg climbing wall, archery, abseiling, sailing, raft building) • This could be through instructors coming to school, or by taking children to eg Lea Valley Park in Stevenage or Herts Young Mariners base in Broxbourne		• Fitness week was unable to happen due to Covid-19 • However, all children were invited to take part in the Herts Virtual School Games, and 93% KS2 children took part either from school or from home. This gave them the opportunity to compete in different activities than they would normally have done.	• Explore options for next year – this will depend on regulations and restrictions at the time

• Provide Year 5/6 children with an opportunity to experience a range of sports and activities on two yearly residential to In2Action (or similar)	• Two yearly rolling programme of residential journey for Y5/6 • In2Action planned for October 2020	• Parents pay for school journey, with PP money covering some for those who cannot afford it	• In2Action Oct 2020 has had to be postponed due to Covid-19. Rescheduled for later in the academic year (not sure of exact date yet)	• Sustainability of school residential will continue to be monitored. With small groups it can become more expensive, which is one of the reasons why we had moved it to autumn term. Having to postpone until later in the 20/21 academic year may have an impact on the cost and therefore the future viability of school residentials.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
I n t e n t	I m p l e m e n t a t i o n	I m p a c t		
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
• Ensure provision of competitions covers level 1 and level 2 • Increase the number of pupils participating in an increased range of competitive opportunities • Ensure competition is accessible to all pupils in all Key Stages	• Level 1 competitions covered 2019/20: skipping (Nov 19), speedstacking (Jan/Feb 20), Munden Mile timed sessions, Virtual pentathlon (June 20), Virtual cricket and tennis (June 20), Virtual old fashioned sports day (July 20) – all for whole school • Level 2 competitions covered 2019/20: Y3 skipping challenge (Nov 19), Y4 Sportshall (Jan 20), Speedstacking (Jan/Feb 20), Y4,5,6 Cross Country (Feb 20), Y3-6 Virtual Pentathlon (June 20), Y3/4 Virtual tennis (June 20), Y5/6 Virtual pentathlon (June 20), Y3-6 Virtual old fashioned sports day (July 20) • Level 2 competitions that should have been covered but were cancelled due to Covid-19: Y5/6 Sportshall (Mar 20), Y5/6 Football (Mar 20), Infant multiskills (May 20), Y5 www.games (June 20), Y2-6 Athletics (June 20)		• 100% children across the school engaged in Level 1 intra-school competitions during academic year 2019/20 • 100% children in year 3 and 4 engaged in level 2 inter-school competition • 100% children in year 5 and 6 would have engaged in level 2 inter-school competition if lockdown had not happened! • 93% KS2 children engaged in Virtual competitions either from home or from school June/July 20 • Children encourage each other to try their best and celebrate personal results • Sports Ambassadors and Play Leaders show increased confidence when running challenges at break and lunchtimes	• Continue to access as many opportunities provided by HWSSP as possible • Use of sports premium money to fund transport when necessary – particularly in KS2 relying on parental transport can be problematic • Continue to work with teachers planning PE lessons to ensure practice is included in lessons in advance of competitions (eg tag rugby, netball, football, sportshall)

Signed off by	
Head Teacher:	<i>Manna Breeze</i>
Date:	20.07.20
Subject Leader:	Lizzy Franks

Date:	09.07.20
Governor:	
Date:	20.07.20

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