



# Evidencing the impact of the sports premium 2019-2020 (rolled over to 2020-2021 due to Covid-19)

It is important that your grant is used effectively and based on Sedley's school needs. 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).

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](http://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 gather more information on how we identify the provision needed and what should be reported on.

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<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

The Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021.

Created by:

Supported by:

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.

N.B. 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>- TA trained to level 5 in PE, delivering additional extra-curricular support which develop pupils' skills and provide a competitive level of coaching</li> <li>- Pupils (pre-lockdown) achieved well in local sporting tournaments and competitions, considering the size of the school (97 pupils)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Staff development of delivering a wider range of sports disciplines</li> <li>- Audit of current teacher skills and training in PE</li> <li>- Playground to be developed so that it is levelled and safe, with multi-purpose court markings</li> <li>- Audit of equipment and range of sports we are able to provide</li> <li>- Playtimes need improving so that pupils are engaged with active play and so that it is more purposeful and safer</li> <li>-</li> </ul>

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 2020.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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/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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16,854.00		<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:
					%
<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?:
Playtime equipment to be introduced to provide a range of active activities for pupils to participate in at all playtimes.  Daily Mile track and protected timetable time for this.		All stake holders to be shown equipment and to know how and where they can use the equipment (in the designated areas).  Timetables to include this and staff to monitor and promote the achievement of doing 18 laps.		£4000  /	Behaviour incidents have reduced and pupils are enjoying the equipment provided. Most pupils are active and moving for the majority of playtimes.  Pupils are all getting additional 'walks' in daily. They enjoy this and find it is helpful to settle them and prepare them for their learning.
<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:
					%
<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?:
Every child to walk a mile a day to support healthy mind set and promote active lifestyles which is proven to help concentration and focus.		Time tabling of walk a mile time. Circuit identified on the playground. Reward scheme in place for number of miles walked.		/	Pupils keen to add up the miles and whole school push on who can walk the most miles.
					Sustainability and suggested next steps:
					Sustainability and suggested next steps:
					Reinforcement of the zones and what can be played with in each zone. Introduce different equipment at different weeks to keep the games interesting – model to pupils in assemblies what games can be played.  System to count the miles and achievements of pupil to be put into place.
					Develop this into whole school legacy – walkers awards

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
To develop staffs teaching skills and range of ideas so that PE lessons are more engaging and of a higher quality.	Staff provided with CPD training session with Dartford Youth Football Club.	£200	Staff enjoyed the range of warm up activities and are implementing them into their practice.	Staff to use plans which progress skills and seek assistance for advice when needed.
Introduce planned schemes of work for teachers which build on skill progression.	Level 5 PE trained TA to deliver PE lessons and to Team teach with staff – providing feedback on their practice and with adjusting plans to meet the pupils needs.	£3500	TA is developing progression of skills in her teaching and identifying pupils who need additional access in lessons. She is working alongside teachers to support in their lessons.	Staff to keep using a range of engagement warmup which pupils enjoy and which develop skills in a range of sports.
	Invest in a PE scheme of work	£2000		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Playground re-surfacing to be carried out and new multipurpose court markings to be put down to introduce a wider range of sports and games.	Bid successful with dioceses who will be funding 90% of the resurfacing costs.	£3000	Pupils will gain spaces for greater range of sports and games to develop active lifestyles and physical activity.	
	Range of games and multipurpose sports to be marked out	£2000	New games will be imbedded and skills practiced/developed outside of the curriculum	
	Staff provided training to facilitate the new games/courts in playtimes and PE lessons	£200	Staff can confidently model and develop pupils on all areas of playground	

Key indicator 5: Increased participation in competitive sport			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?:
Work closely with Dartford District Sports Association to engage in local competitions  Subscribe to Dartford FC PE package which provides competitive opportunities  School kit to be purchased for competitions	Plan PE lessons around the sports calendar to ensure pupils are trained for the competitions.  Work in partnership with DFC coaches to develop pupils football skills	/  £2500  £250	Pupils are engaged in competitive sports.  Pupils understand and value that to be the best you need to invest in practice and work hard to develop.  Pupils can see links to skills needed for sports and how to develop these.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	