

# 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.

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 2021:  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <ul style="list-style-type: none"> <li>• PE Lead won Stevenage Sporting Futures (SSF) 'Couldn't Do Sport Without' award July 2020</li> <li>• UKS2 boys football team reached semi-final of the Stevenage 5 aside football cup, losing in a sudden death penalty shoot out</li> <li>• School has offered a wider diet of extra-curricular clubs to children, further exposing them to a range of sports</li> <li>• Introduction of b-teams across the school to increase the proportions of SEN children accessing sports</li> <li>• Vulnerable pupils prioritised for specific SSF festivals that matched their needs</li> <li>• Boys football and girls netball engaged in all planned matches prior to COVID-19</li> <li>• Parental engagement in extra-curricular clubs increased</li> <li>• Two children from Year 6 were selected for the district football team</li> <li>• PE lead built excellent relationships to support sport in the local area</li> <li>• External visitors booked to promote sport across the school (Stevenage Football Club, Stevenage Rugby Club and Stevenage Gaelic Football Club) (<i>visits cancelled due to COVID-19</i>)</li> <li>• Silver School Games mark for awarded July 2019. School working towards Gold mark for July 2020 but interrupted due to COVID 19. This work will continue in 2021-2022.</li> <li>• Sports Ambassadors were runners up in Sports Ambassadors of the year July 2020.</li> <li>• PE Lead ran morning breakfast club for persistently late or absent pupils. 90% of pupils attendance was 96% or above following attendance at the club.</li> <li>• School blog started and regularly added to for sports, increasing parental engagement</li> <li>• School Sports Ambassadors engaged in regular meetings, including keeping minutes.</li> <li>• Sports Ambassadors ran an Y3 inter school competition. This was set up and ran</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase high quality sports equipment, including for outdoor use</li> <li>• To carefully monitor the return of children following the COVID-19 school closures with a focus on health and well-being including fitness.</li> <li>• To exploit the social benefits of sport to support pupils emotional and social well-being on return to school following COVID-19.</li> <li>• PELead to develop ways to work alongside teachers to engage all pupils in physical activity including vulnerable pupils, despite social distancing and protective bubble restrictions</li> <li>• PE Lead to re-establish clubs and participation in competitive sport, following relaxations in restrictions</li> <li>• Liaison with external agencies to support pupils with additional needs</li> <li>• To continue to work towards Gold Mark for Longmeadow School.</li> <li>• To expand the pilot of the Y3 inter-school competition to run across LKS2, organised by the Sports Ambassadors following a relaxation in restrictions</li> <li>• Implement PE journals in classes to gather evidence of skills and knowledge in PE, including the sequence of learning.</li> <li>• Develop the use of disciplinary teaching in PE, including the use of technical vocabulary</li> <li>• Develop the use of the 'the daily exercise' across the school to support daily exercise</li> <li>• Ensure outdoor equipment available for children during social times is maintained in quality</li> <li>• Introduce further opportunities to be active across the curriculum to ensure children experience 60 minutes of physical activity each day</li> </ul> |

by the Sports Ambassadors under the supervision of the PE Teacher. Parents also attended this event.

- Sports Ambassadors successfully ran a PE Lesson for Y4, under the supervision of the PE Teacher
- Sport Ambassadors produced the sports display board in the school
- Weekly PE Teacher challenges embedded into remote learning to support physical activity
- AHT specialist PE teacher supporting PE leadership, alongside PE lead
- B teams begun for football to ensure all pupils can access football training and competitive sport
- Sports day successfully ran in July 2021, despite COVID restrictions. Pupils able to try a range of sports.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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<br/>to March 2021</b> | <b>Total fund carried over:<br/>£0</b> | <b>Date Updated:<br/>16/07/2021</b> |  |  |
| What Key indicator(s) are you going to focus on?       |  |                                     |  | <b>Total Carry Over Funding:</b><br>£0 |
| <b>Intent</b>  | <b>Implementation</b>                  | <b>Impact</b>                       |  |  |
| No underspend carried forward.                         |  |                                     |  |  |

|  |  |
|--|--|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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?<br><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. | % (Due to COVID 19 restrictions, pupils did not attend swimming lessons throughout the academic year-not assessed) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | % (Due to COVID 19 restrictions, pupils did not attend swimming lessons throughout the academic year-not assessed) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | % (Due to COVID 19 restrictions, pupils did not attend swimming lessons throughout the academic year-not assessed) |
| 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?  | 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> 2021/2022   |  | <b>Total fund allocated:</b> £18,620  |  | <b>Date Updated:</b> 5/10/2021   |  |
|---|--|---|--|--|--|
| <p><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</p> |  |   |  |  | <p>Percentage of total allocation:<br/>45% - prioritised due to inactivity for pupils during national lockdown</p> |
| 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:  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:       |  |
| <ul style="list-style-type: none"> <li>• <b>All children engage in daily activity.</b></li> <li>• <b>Vulnerable pupils receive adaptations to the curriculum to allow them to access PE lessons</b></li> </ul>                              |  | <ul style="list-style-type: none"> <li>• AHT allocated to shared PE Lead to bring specialist advice (previous head of PE at all through academy)</li> <li>• Embed the 'daily exercise' at Longmeadow, including a range of different approaches to being active.</li> <li>• PE leads to plan and model 'daily exercise' sessions across the school, including leading this with key year groups (i.e. Y6 where obesity rates are shown to rise)</li> <li>• Health and Well-Being Team (including PE Lead) monitor the impact of the 'daily exercise'</li> <li>• Liaison with external agencies to support pupils with additional needs</li> </ul> |  | <p>£1,500 for AHT specialist knowledge</p> <p>Did not take place</p> <p>Did not take place</p> |  |
|   |  |   |  | Sustainability and suggested next steps:   |  |

|  |   |  |   |   |
|--|---|--|---|---|
| <p><b>Increase participation in sports and activity, particularly during social times</b></p>  | <ul style="list-style-type: none"> <li>• Purchase equipment for PE, social time activities and Sports Day</li> </ul>  | <p>£3,000</p>  | <ul style="list-style-type: none"> <li>• No equipment was purchased for social time.</li> <li>• Some PE equipment was purchased Summer 2022 by Exec Head (MC)</li> </ul>  |   |
| <p>Maintenance and replacement of equipment (based on recommendations from safety inspection)</p>  | <ul style="list-style-type: none"> <li>• Ensures equipment is safe to use<br/>Reduced risk of accidents/injuries</li> <li>• Sustains lifespan of equipment<br/>Inform staff of inspection data so inspection is not compromised by lessons</li> <li>• Go through list of recommendations Discuss queries with inspector(s)</li> <li>• Agree to selected</li> </ul>  | <p>Inspection<br/>£1,000<br/><br/>Repairs £3,000</p>   | <ul style="list-style-type: none"> <li>• Equipment was disposed of if deemed unsuitable or unsafe</li> </ul>  |   |
| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>   |   |  |   | <p>Percentage of total allocation:<br/><br/>24%</p> |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  |  | <p><b>Impact</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>     |
| <ul style="list-style-type: none"> <li>• <b>School Sport has a raised profile at Longmeadow.</b></li> <li>• <b>Pupils show passion for physical activity and discuss this positively.</b></li> <li>• <b>The expectations for the quality of education in physical education are the same as all other subjects at Longmeadow.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Health and well-being team created</li> <li>• Membership to Stevenage Sporting Futures (SSF)</li> <li>• Activities participation in SSF events and training</li> <li>• Sports blog active and in use</li> <li>• Sports board updated regularly</li> <li>• Sports Ambassadors in school</li> <li>• External competitions promoted and attended (including leagues)</li> <li>• School trophy cabinet in front reception and certificates displayed on walls</li> </ul> | <p>Stevenage Sporting Futures £2,000<br/><br/>£1,500 for AHT specialism through coaching</p> | <p>Creation of Health and Well-being team allowed for more clearly defined staff roles around health and well-being in school</p> <p>Membership of SSF helped to raise profile of sport in school. Some children participated in events run by SSF.</p> <p>Trophy cabinet in foyer- not current</p> |   |

|   |  |                                   |   |  |
|---|--|-----------------------------------|---|--|
|   | <ul style="list-style-type: none"> <li>• Children’s physical and sporting achievements celebrated at school during assemblies</li> <li>• PE lead involved in coaching from AHT (LG) (previous Head of PE at all through academy)</li> <li>• Health and Well Being Team (including PE Lead) have ownership and autonomy over the action plan and strategy and can articulate the aims of the plan</li> <li>• Health and Well-Being Team (including PE Lead) complete termly review of the strategy to ensure high expectations</li> </ul> |                                   | so limited impact.                            |  |
| <ul style="list-style-type: none"> <li>• <b>Using PE and Sporting techniques and pedagogy– children will be more active learners in their English and Maths lessons.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Contributes towards the engagement of all pupils in regular physical activity</li> <li>• Helps provide a broader experience of a range of activities</li> <li>• Raises attitudes and attainment in English and Maths, whilst promoting healthier, happier and more confident children</li> <li>• Raises the profile of PE across the school</li> <li>• Ensures children are able to access 60 minutes of physical activity each day, by embedding this across the curriculum</li> </ul>         | Teach Active Subscription<br>£975 | Inconsistent across school so limited impact. |  |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                                   |   | Percentage of total allocation:          |
|---|--|-----------------------------------|---|--|
|   |  |                                   |   | 11%                                      |
| 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: |
| <ul style="list-style-type: none"> <li>All teachers have skills, knowledge and confidence to teach staff Physical Education at primary level, including the sequence of learning</li> <li>All teaching staff will engage in Stevenage Sporting Futures</li> </ul> | <ul style="list-style-type: none"> <li>PE lead involved in coaching from AHT (LG) (previous Head of PE at all through academy)</li> <li>Health and Well Being Team (including PElead) have ownership and autonomy over the action plan and strategy and can articulate the aims of the plan</li> <li>Health and Well-Being Team (including PE Teacher) complete termly review of the strategy to ensure high expectations</li> </ul> | Stevenage Sporting Futures £2,000 | Health and Well-being team was formed but largely ineffective; impact hampered by lack of strategic approach. |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                                   |   | Percentage of total allocation:          |
|   |  |                                   |   | 12%                                      |
| 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: |

|   |   |  |   |  |
|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Ensure pupils experience a broad range of sports and activities allowing them to find positive experiences in physical education and school sports</li> <li>• Increase children’s knowledge of sport</li> <li>• Increase children’s access to forest school</li> </ul> | <ul style="list-style-type: none"> <li>• Range of breakfast, lunchtime and after school clubs run which are open to a range of year groups.</li> <li>• A range of different sporting events attended both through competitive events and festivals styles presentations to engage pupils in a wide variety of sports</li> <li>• Evaluate and develop the range of sporting clubs provided to children</li> <li>• Develop links with outside providers to run a varied program of alternative sports that the school may not have equipment to offer</li> <li>• Encourage staff to study sportsmen/women as people of significance / positive role models</li> <li>• Invite sporting role models into the school as visitors</li> <li>• Arrange school trips to sporting venues locally and further afield for cultural capital in relation to sport</li> <li>• Further develop relationships with local clubs and professions to offer expert advice and tuition from specialists</li> <li>• A larger proportion of children will access the school’s ‘Secret Garden’ forest school provision.</li> </ul> | <p>Sporting Futures<br/>£800</p> <p>Forest School<br/>Resources:<br/>£1345</p> | <p>Some sporting after school clubs- football for boys and girls and netball in Jan 2022. Very small take up for running club. Small impact.</p> <p>Competitive events/festivals, links with other schools, outside providers, staff encouraged to study sportsmen/women- did not take place</p> <p>SBFC ran workshop with year 5/6 pupils- children understood how to be resilient.</p> <p>Only EYFS and KS1 visited “secret garden” - staff not trained in forest school approach/lessons lacked sufficient structure which led to limited impact</p> |  |
|---|---|--|---|--|

| Key indicator 5: Increased participation in competitive sport   |   |  |  | Percentage of total allocation:          |
|---|---|--|--|--|
|   |   |  |  | 8%                                       |
| 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: |
| <ul style="list-style-type: none"> <li><b>To ensure every pupil has the opportunity participate in competitive sports</b></li> </ul>                        | <ul style="list-style-type: none"> <li>Engage Longmeadow school Sports Ambassadors in key stage (LKS2) inter school sport competitions</li> <li>Ensure adapted opportunities for competitive sport are offered for vulnerable pupils as necessary</li> <li>Engage sports ambassadors / leaders from other schools to support with events (particularly transitioning secondary school i.e. Barnwell).</li> <li>School Sports day to include all pupils with inclusion team involved in planning participation</li> <li>Continue to develop B Team provision across the school</li> <li>Stevenage Sporting Futures events utilised to target those pupils who may be otherwise reluctant to engage in competitive sports</li> <li>Clubs to contain a competitive element to ensure all children experience this (i.e. ping pong tournament)</li> </ul> | League Fees<br>£1,000<br><br>Sports Day equipment £500 | <p>Sports ambassadors- did not happen</p> <p>Sports day was set up as carousel of activities- all chn felt included and able to take part.</p> <p>B team provision- not consistent so limited impact</p> <p>Ping pong club allowed more children to access the sport. No tournaments took place.</p> |  |

Begun / completed in the Autumn Term

Begun / completed in the Spring Term

Begun / completed in the Summer Term

Delayed due to COVID-19

Impact reviewed by Mikki Caplan Autumn 2022

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Emily Howley   |
| Date:           | 11/10/2021     |
| Subject Leader: | Anthony Howley |
| Date:           | 05/10/2021     |
| Governor:       |                |
| Date:           |                |