



# **Adderley Primary School**

## **PE & Sports Premium Action Plan and Impact**

**2019-2020**





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 **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 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 2019:	Areas for further improvement and baseline evidence of need:
<p><b>The engagement of all pupils in regular physical activity</b> (Active Break times, Two hours of curriculum time PE, Breakfast Mile, Playleaders, Clubs, Arena Activities and Level 1 and 2 Competitions)</p> <p><b>The profile of PE and sport being raised across the school as a tool for whole school improvement</b> (Variety of sporting competitions offered, School Games Gold Award, YST Gold Award)</p> <p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> (Change 4 Life, Number of children who attend – Clubs, Breakfast Mile, Arena at Break times)</p> <p><b>Broader experience of a range of sports and activities offered to all pupils</b> (Swimming – Year 3 and Year 5 swim to give opportunities for children to achieve the minimum requirements of swimming 25metres. Array of sports clubs and Competitions)</p> <p><b>Increased participation in competitive sport</b> (Number of children who attend Level 1 and Level 2 competitions has increased)</p>	<p>Year 4, 5 and 6 swimming targets:</p> <ul style="list-style-type: none"> <li>• All children in Year 4, 5 and 6 have weekly swimming lesson</li> <li>• This is a three-year program. The aim is that they will achieve the Year 6 target</li> </ul> <p>PE Lesson targets:</p> <ul style="list-style-type: none"> <li>• To further stretch children in Year 4, 5 and 6</li> <li>• Allow more opportunities for children to experience the sport, not completely skill focused.</li> </ul> <p>SGO Sports Premium Targets:</p> <ul style="list-style-type: none"> <li>• Ensure the package is fully utilized</li> <li>• Spend longer training playleaders and bronze ambassadors during break and lunchtimes to allow them further independence</li> </ul> <p>Competition targets:</p> <ul style="list-style-type: none"> <li>• Continue to prepare children for the Level 2 competitions a number of weeks before the actual competition</li> </ul>

<p>Meeting national curriculum requirements for swimming and water safety</p>	<p><b>Due to the Covid-19 pandemic and the government announcing for all schools to close on Friday 20<sup>th</sup> March 2020 we had to suspend our swimming plans for our Year 6 children.</b></p> <p><b>The girls in Year 6 had received their allotment of swimming time across the year and a targeted intervention was planned for Summer 2 for the 54% of girls who had achieved less than 25m to receive top up swimming.</b></p> <p><b>Sadly, the boys had only received a small number of lessons during Year 6. From their current data we would expect a similar number of boys as girls to achieved the 25m or above standard by the end of their time in Year 6. Those boys who did not achieve it would have also received top up swimming lessons (in addition to their current swimming lessons) in Summer 2.</b></p>		
	Girls - 48	Boys - 34	Total - 82
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>5m and above – 48 – 100%</p> <p>10m and above – 43 – 90%</p> <p>15m and above – 29 – 60%</p> <p>20m and above – 25 – 52%</p> <p>25m and above – 22 – <b>46%</b></p>	<p>5m and above – 34 -100%</p> <p>10m and above – 21 – 61%</p> <p>15m and above – 11 – 32%</p> <p>20m and above – 3 – 9%</p> <p>25m and above – 3 – <b>9%</b></p>	<p>5m and above – 82 – 100%</p> <p>10m and above – 64 – 78%</p> <p>15m and above – 40 – 48%</p> <p>20m and above – 28 – 34%</p> <p>25m and above – 25 – <b>30%</b></p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Front crawl – 48 - <b>100%</b></p> <p>Back stroke – 48 - <b>100%</b></p> <p>Breast stroke – 20 - <b>42%</b></p> <p>Butterfly – 1 - <b>2%</b></p>	<p>Front crawl – 34 - <b>100%</b></p> <p>Back stroke – 23 - <b>67%</b></p> <p>Breast stroke – 2 - <b>6%</b></p> <p>Butterfly – 1 - <b>3%</b></p>	<p>Front crawl – 82 - <b>100%</b></p> <p>Back stroke – 71 - <b>87%</b></p> <p>Breast stroke – 22 - <b>27%</b></p> <p>Butterfly – 2 - <b>2%</b></p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Yes – <b>100%</b></p> <p>No – <b>0%</b></p>	<p>Yes – <b>100%</b></p> <p>No – <b>0%</b></p>	<p>Yes – <b>100%</b></p> <p>No – <b>0%</b></p>

<p>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?</p>	<p>Yes – Swimming Transport</p>
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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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £16,500		<b>Date Updated:</b> July 2020	
<b>Key indicator 1:</b> 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					
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?:
The PE Hub Planning: Access to planning and assessment for a broad and balanced curriculum across the year groups		Create a curriculum overview. Access planning and resources teach quality PE lessons. Assess using the clear and concise assessment system. Ensure suitable challenge is demonstrated.		£380	Children can articulate the expectations during PE lessons and understand the outcomes expected in all areas of the PE curriculum.  The curriculum prepares children for the opportunities, responsibilities and experiences of later life and develops life skills. This encourages becoming independent, responsible learners and sensitive global citizens.
Play Equipment: Replenish lost or damaged play equipment to ensure high quality play		Conduct pupil voice about the types of equipment children would like to assist them to making more active choices.  Purchase additional equipment to		£500	Children make choices about the activities they do during their break and lunchtimes. Children have an input which has made their break times more personalised and as a result has
					Sustainability and suggested next steps:  PE Planning is enhanced to meet all children’s abilities. Skills are developed throughout each of the activity areas.  Other planning to be explored for next academic year.
					New equipment will need to be ordered on a termly basis.  Playleaders could further quality check equipment and ensure it is being used

	<p>increase the longevity.</p> <p>Playleaders to monitor and audit equipment regularly as part of their role.</p>		<p>increased the amount of time children are physically active.</p> <p>Children have developed healthier lifestyles by incorporating more active break times.</p> <p>Playleaders have taken the responsibility of equipment and monitor and audit equipment regularly as part of their role.</p>	properly.
PE Equipment: Replenish lost or damaged equipment to ensure high quality PE lessons	Purchase additional equipment to increase the longevity.	£500	Children understand the importance of looking after equipment.	Our current equipment has been looked after very well. Due to the nature of the activities wear and tear is likely and items have been replaced. This new equipment will be long lasting.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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:
SGO Sports Premium Program: Competitions and CPD	<p>Children to attend competitions with the intention to get through to Level 3 competitions.</p> <p>Teachers and TA's to attend CPD to up skill them in PE related activities.</p>	£2600	By attending competitions children experience participating in sport in a competitive arena. This gives children confidence and important life skills such as teamwork, passion, determination, self-belief, respect and honesty (school	The SGO Sports Premium Program is a good foundation for ensuring you have a good provision for PE. We have signed up for a lower tier this academic year to ensure we fully utilize all aspects of the program.

			<p>games values).</p> <p>The children who have attended Playleader training can articulate their role and feel a sense of making a difference within our school.</p>	<p>Next year we will use this program further to enhance the upskilling staff to benefit the PE provision.</p> <p>Target staff who are not confident in teaching PE to increase the amount of staff who are confident to deliver high quality PE.</p>
Swimming Badges:	Using Goodies we have created our own badges for children to buy once they achieve.	£510	Children are happy to receive a badge which they can wear on their swimming kit / towel for all to see.	This is a way to celebrate the success of the swimmers. As time goes on, we will reduce the percentage of the cost of the badges.

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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:
SGO Sports Premium Program: Staff CPD	Create a questionnaire to assess the staff's confidence and competence in teaching PE. From this CPD can be offered in house by the PE team or as part of the SGO Sports Premium Program.	£2600	From attending Network Meetings we have been able to disseminate important changes and new initiatives throughout our school through our weekly whole school insets.	The SGO Sports Premium Program is a good foundation for ensuring you have a good provision for PE. We will sign up for a lower tier next academic year due to establishing good routines this year.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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:
Swimming Transport: Year 4, 5 and 6	Teach swimming as a three-year scheme.  Continue to assess the swimming attainment and progression across the three years.	£5500 (part funded)	All children in Year 4, 5 and 6 have made significant progress in swimming.  We use the Swimming Charter and work towards the Awards.  Children's confidence in the water has dramatically improved.	Due to the distance away from the swimming pool swimming transport is needed.

<p>After School Clubs: Part-funded Karate club</p>	<p>Set up karate club for children to learn a martial art.</p> <p>Initially once a week with the intension for twice a week.</p>	<p>£2500</p>	<p>Children who have attended karate club have all made progress with all children achieving their white belt and many gaining their red. They are hoping to fulfil their target of three belts in an academic year.</p> <p>The children have specialist karate coaching which, in addition to learning the skill karate they learn discipline, respect and routine.</p> <p>In addition to karate club other sports clubs offered have included; Girls Football, Boys Football, Rounders, Multi-skills, Tennis, Gymnastics and Cricket amongst others. Some clubs are free and others are paid for.</p> <p>Children enjoy attending clubs are excited about the prospect of representing the school in competitions as a result.</p>	<p>We have reduced the sessions from two partially filled sessions a week to one fully subscribed session with 35 participants.</p> <p>We plan to continue with karate next academic year.</p>
<p>AstroTurf in the arena</p>	<p>Invest in the surface in our arena space to maximize hours of usage.</p>	<p>£3010 (part funded)</p>	<p>It can be used regardless of the weather. For example, in sport, the weather will not delay players from using the turf.</p> <p>Artificial grass is very child friendly. It is mess-free, soft and cushioned so perfect for playing on, and requires no chemicals or pesticides so is safer. This makes it great for kids.</p>	<p>Maintenance is simple – no cutting / weeding etc.</p>

**Key indicator 5: Increased participation in competitive sport**

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:
SGO Sports Premium: Competitions	<p>Prepare children by setting Level 0 and Level 1 competitions.</p> <p>Invite children to team training to select children for Level 2.</p> <p>Attend many Level 2 competitions with A, B and C teams.</p>	£2600	<p>By attending competitions children have experienced participating in sport in a competitive arena. This has given children confidence and important life skills (school games values) such as teamwork, passion, determination, self-belief, respect and honesty.</p> <p>Attending Level 2 competition challenges the quality of children's skills with the opportunity to play against talented children from other schools. Children have experienced playing different sports on different playing areas such as sports halls, grass, astro, track and golf courses.</p>	We will continue to attend Level 2 competitions regardless of the tier we commit to next academic year.
Minibus Costs: Contribute to leasing a Minibus providing transport enabling us to attend more competitions increasing the amount of pupils who regularly attend as well as providing opportunities for our children to experience competitive sports	Contribute to the lease and maintenance of our minibus.	£1000	The use of the school minibus has meant we can attend more Level 2 competitions, sports events and residential which are located across the West Midlands. This ensuring we can safely transport larger groups of children to and from venues.	We believe using the school minibus to move between school and sporting fixtures to be the most affective and safest way for our children to travel.

## Impact Summary 2019 – 2020

As a result of Covid-19, there were only a small number of children physically in school between April – July 2020.

**From 27<sup>th</sup> April 2020, children of Key Workers returned to school and the school began its remote learning – using Purple Mash to provide an opportunity for children to remain connected and engaged with the content while working from their homes.**

**Key Worker children followed a set timetable including daily PE lessons. These lessons focused upon individual challenges / personal best challenges with a 2m distance. This focusing on different aspects of fitness**

**Purple Mash tasks were set weekly with resources, videos and activities planned for children to complete. We had an ongoing dialogue with children addressing any misconceptions, providing support and celebrating achievements.**

Prior to the lockdown we had already used the money to achieve the 5 key indicators:

The engagement of all pupils in regular physical activity – during PE lessons and breaktimes.

The profile of PE and sport being raised across the school as a tool for whole school improvement – new facilities and equipment.

Increased confidence, knowledge and skills of all staff in teaching PE and sport – coaching and CPD.

Broader experience of a range of sports and activities offered to all pupils – karate, swimming and afterschool clubs

Increased participation in competitive sport – Level 0, 1 and 2 competitions.

### The PE Hub Planning:

Planning is accessed by all teachers and support staff to teach quality PE lessons. The PE curriculum is broad and balanced. The activity areas are progressive with themes from EYFS (Cooperate and Solve Unit) to KS1 (Attack, Defend and Shoot Unit) and on to KS2 (Football / Handball Units).

Improved subject knowledge has been developed for both staff and children from using the planning.

The curriculum prepares children for the opportunities, responsibilities and experiences of later life and develops life skills. This encourages becoming independent, responsible learners and sensitive global citizens. Children can articulate the expectations during PE lessons and understand the outcomes expected in all areas of the PE curriculum.

**Covid-19: The PE hub created physically distanced lesson plans designed to help teach PE whilst maintaining a 2m distance. Lessons follow AfPE guidelines.**

### Play / PE Equipment:

The PE ambassadors were assigned to conduct pupil voice about the types of equipment children would like to assist them to making more active choices. From this we purchased additional equipment to increase the longevity. Alongside PE ambassadors, the Playleaders monitored and audit equipment regularly as part of their role.

Since buying the additional play-based equipment it has been noted that children have been making better choices about the activities they do during their break and lunchtimes. Children have an input which has made their break times more personalised and as a result has increased the amount of time children are physically active. Children understand the importance of looking after equipment and as a result it is long lasting.

Specific equipment for indoor / outdoor lessons has been purchased.

**Covid-19: New equipment is ready for use when children return to school. Equipment will be used in line with government guidance.**

### SGO Sports Premium Program:

The SGO Sports Premium Program is a great resource which combines competition and CPD. The competitions are a highlight to all children at Adderley Primary School. From the Level 0 and 1 competitions we invite children to team training to select children for Level 2. We have attended many Level 2 competitions with A, B and C teams.

Sadly, this year we have not attended as many due to the cancellation of events as a result of the Covid-19 guidance. **From the competitions we have attended and those which we were booked onto we have been awarded the School Games Gold Award.**

Attending Level 2 competition challenges the quality of children's skills with the opportunity to play against talented children from other schools. Children have experienced playing different sports on different playing areas such as sports halls, grass, astro, track and golf courses. Children to attend competitions with the intention to get through to Level 3 competitions.

By attending competitions children have experienced participating in sport in a competitive arena. This has given children confidence and important life skills (school games values) such as teamwork, passion, determination, self-belief, respect and honesty. The values are integrated within our PE curriculum with displays across areas of the school.

Teachers and TA's have received CPD to up skill them in PE related activities. Additionally, to staff, some children have attended Playleader and Skills Challenge training as part of their role in the school. They are confident when articulating their role and feel a sense of making a difference within our school.

**Covid-19: Following the school closure we used the Birmingham's Personal Challenge portal. This was a collection of ongoing challenges linked to the School Games developed by the Birmingham School Games Organisers (SGO) and Sport Birmingham. The School Games is a National Initiative open to any young person. It forms part of the legacy work after the London 2012 Olympics and is an opportunity for young people to play, compete, and represent their school in a wide range of sports and activities. This was a way of engaging children in competition whilst in lockdown.**

After School Clubs: (Part-funded) Karate club:

All children who have attended karate club have all made progress with all children achieving their white belt and many gaining their red and yellow. The children have specialist karate coaching which, in addition to learning the skill karate they learn discipline, respect and routine. Children enjoy attending clubs are excited about the prospect of representing the school in competitions as a result. Once the red and yellow belts have been achieved the children get the opportunity to demonstrate their skills during a whole school assembly. There are additional costs to attending the club (such as karate suits and belts). The children who attend really enjoy it with some children now attending additional Karate lessons outside of school.

**Covid-19: This was not affected by Covid-19**

Minibus Costs:

Contribute to leasing a Minibus providing transport enabling us to attend more competitions increasing the number of pupils who regularly attend as well as providing opportunities for our children to experience competitive sports. The use of the school minibus has meant we can attend more Level 2 competitions, sports events and residential which are located across the West Midlands. This ensuring we can safely transport larger groups of children to and from venues.

This year we have attended many Level 2 competitions. The use of the school minibus means we can attend more Level 2 competitions, Elite Sports Events and residential which are located across the West Midlands. This ensuring we can safely transport larger groups of children to and from venues.

**Covid-19: This was not affected by Covid-19**

AstroTurf in arena space (part funded):

Having the AstroTurf in the arena space has allowed us to use the outdoor space safely in any weather. It has allowed us to vary activities within lessons. The surface being soft and cushioned is perfect for playing on with limited injuries occurring. It is long-lasting and has a life expectancy of

around 15 years through normal use. It is highly durable and can withstand wear and tear. Being weather-proof it does not dry out or get waterlogged. It is more robust than real grass.

**Covid-19: This was not affected by Covid-19**