



# **Adderley Primary School**

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

**2020-2021**





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 2020:	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 0, 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> (PE Teacher coaching class teachers)</p> <p><b>Broader experience of a range of sports and activities offered to all pupils</b> (Swimming – Year 4, 5 and 6 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>Utilise outdoor gym equipment</p> <p>Create our own playleader initiative</p> <p>Teach using an outdoor screen</p> <p>Invest in EYFS physical development</p> <p>Create zones for physical activity using barriers</p> <p>Work with targeted groups of children to bridge the gap</p> <p>Create an arena to inspire children to participate in competitive games</p>

Meeting national curriculum requirements for swimming and water safety

**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 current Year 6 children.**

**The original plan would be for all Year 6 children to have three half terms of swimming with additional top up swimming planned during Summer 2 for those who had not achieved the 25m standard.**

**The current Year 6 girls had received their allotment of swimming time across the year when in Year 5.**

**Sadly, the boys had only received a small number of lessons during Year 5.**

**We are following Government guidance and are in regular communication with our swimming provider.**

**To be updated by July 2021**

## 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> £16,500	<b>Date Updated:</b> September 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?:	Sustainability and suggested next steps:
The PE Hub Planning: <ul style="list-style-type: none"> <li>- High quality lesson plans</li> <li>- Broad and balanced curriculum</li> <li>- Skill development</li> </ul>	<ul style="list-style-type: none"> <li>- High quality of delivery of lessons</li> <li>- Curriculum overview planned with range of activity areas</li> <li>- Skills developed across lessons and across the school (tracked in E-Books and demonstrated in assessment)</li> <li>- Personalised lessons (ensuring suitable challenge is demonstrated especially in S class')</li> </ul>	£380	<ul style="list-style-type: none"> <li>- Lesson observations / learning walks show quality delivery</li> <li>- Pupil voice shows understanding of different activity areas</li> <li>- E-Books demonstrate skill development</li> <li>- Assessment shows progress made across the unit</li> </ul>	Yearly membership.
Outdoor gym x 2 <ul style="list-style-type: none"> <li>- Active break / lunch times</li> <li>- Experience using specialist equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Rota for break and lunchtimes allows all children to experience using outdoor gym equipment</li> <li>- Outdoor gym equipment is used within PE lessons</li> <li>- Outdoor gym equipment is used with target groups</li> </ul>	£840	<ul style="list-style-type: none"> <li>- Pupil voice shows children enjoy using the equipment / understand the health and safety aspects of the equipment / the impact on their bodies</li> </ul>	Maintenance fees.



<p>Breaktime Equipment</p> <ul style="list-style-type: none"> <li>- Active break and lunch times</li> </ul>	<ul style="list-style-type: none"> <li>- Breaktime and Lunchtime Rotas provide the opportunity for all children to utilise the range of equipment resulting in levels of high activity</li> </ul>	£200	<ul style="list-style-type: none"> <li>- Pupil voice demonstrates that children enjoy using the equipment to participate in a range of sporting activities</li> <li>- Skill development</li> </ul>	Long lasting and durable. Over time some equipment may become worn due to wear and tear.
<p>Adderley's Playleader Initiative</p> <ul style="list-style-type: none"> <li>- Bibs</li> <li>- Booklet</li> <li>- Certificates</li> <li>- Display</li> </ul>	<ul style="list-style-type: none"> <li>- Create our own playleader initiative with a target group of children where they work towards an award</li> <li>- Create our own booklet of activities for the playleaders to follow</li> <li>- Certificates created</li> <li>- Display created to raise awareness and celebrate achievements</li> </ul>	£150	<ul style="list-style-type: none"> <li>- Children have ownership of the playleader initiative linked to the Adderley Ambassador scheme</li> <li>- Activities created by children develop leadership confidence</li> <li>- Certificates reward / celebrate achievement</li> <li>- Display raises awareness of the school playleader initiative</li> </ul>	Reusable
<p>Outdoor Screen</p> <ul style="list-style-type: none"> <li>- Interactive</li> </ul>	<ul style="list-style-type: none"> <li>- Identify a screen that is appropriate</li> <li>- Purchase screen</li> <li>- Organise the fitting of the screen</li> </ul>	£1500	<ul style="list-style-type: none"> <li>- Teaching tool to enhance PE lessons</li> <li>- Use of relevant videos to compare performance against a perfect model</li> <li>- Tool for active break and lunch times</li> <li>- Celebrate success</li> <li>- To disseminate messages to parents</li> </ul>	Subscribe to software and updates.
<p>Arena boards</p> <ul style="list-style-type: none"> <li>- Inside key words etc</li> <li>- Outside spectators</li> </ul>	<ul style="list-style-type: none"> <li>- PE based vocabulary on the inside</li> <li>- Spectators images on the outside</li> </ul>	£500	<ul style="list-style-type: none"> <li>- Key vocabulary enhances the learning experiences with PE lessons</li> <li>- Spectators images on the outside of the arena to raise the profile of sporting achievement</li> </ul>	<p>Long lasting.</p> <p>Maintenance – due to wear and tear over time.</p>

<p>Basketball hoops around the buildings</p> <ul style="list-style-type: none"> <li>- Skill development</li> <li>- Active break and lunch times</li> </ul>	<ul style="list-style-type: none"> <li>- Basketball hoops to be used during break and lunch times</li> <li>- Basketball hoops to be used within PE lessons</li> </ul>	<p>£300</p>	<ul style="list-style-type: none"> <li>- Pupil voice shows children enjoy using the basketball hoops within lessons and during break and lunch times</li> <li>- E-books demonstrate skill development</li> </ul>	<p>Long lasting and durable.</p> <p>No maintenance required – the height at which the hoops will be placed means children will not be able to hang off them etc.</p>
<p>EYFS Equipment</p> <ul style="list-style-type: none"> <li>- Bikes</li> <li>- Scooter</li> <li>- Diddy Cars</li> </ul>	<ul style="list-style-type: none"> <li>- Create an audit of EYFS equipment</li> <li>- Produce a list of equipment to enhance the current children’s physical development</li> <li>- Purchase equipment</li> </ul>	<p>£470.01</p>	<p>The equipment will improve:</p> <ul style="list-style-type: none"> <li>- spatial awareness when moving</li> <li>- co-ordination of small and large movements</li> <li>- how to effectively use equipment</li> <li>- saying when they need help</li> <li>- how to show their feelings</li> <li>- learn that some behaviour is unacceptable and its consequences</li> <li>- how to play co-operatively and form positive relationships with adults and children</li> </ul>	<p>Long lasting and durable.</p> <p>Maintenance – due to wear and tear over time.</p>
<p>Playground Barriers and Dividers x2</p> <p>A robust solution for the playground that keeps pupils safely contained and allows easy division of play areas.</p> <ul style="list-style-type: none"> <li>- Perfect environment for safe play</li> <li>- Easily divide multiple games areas</li> <li>- Ideal tool for playground organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Order and purchase playground barriers and dividers</li> <li>- Set up areas of the playground to divide</li> <li>- Teach the children how to use the different zones</li> <li>- Decide a place to store the barriers</li> </ul>	<p>£3000</p>	<p>The playground barriers and dividers allow us to:</p> <ul style="list-style-type: none"> <li>- Build a self-contained pitch for a variety of sports or create your own MUGA (Multi-Use Games Area), or simply construct a separating wall.</li> <li>- The versatility allows you to tailor the right solution for your unique space.</li> </ul>	<p>Sustainable product</p>



			<ul style="list-style-type: none"> <li>- Creates clear zones where activities take place.</li> <li>- Easily stackable for efficient playground storage.</li> </ul>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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:
Ambassador / Sport badges Raising the profile of sport <ul style="list-style-type: none"> <li>- Represent the school in a sport – you receive a badge</li> <li>- Compete in a sport outside of school you get a badge</li> </ul>	<ul style="list-style-type: none"> <li>- Highlight children who are in school teams</li> <li>- Create a display about children who represent the school in sport</li> <li>- Conduct pupil voice to determine who participates in sport outside of school</li> <li>- Create links with outside agencies</li> </ul>	£70	<ul style="list-style-type: none"> <li>- Children to articulate the teams they represent and the experiences they have</li> <li>- Inspire other children to represent the school</li> </ul>	<ul style="list-style-type: none"> <li>- End of academic year – hand badges back in and a prize / extra break etc is awarded in replacement</li> </ul>
Change 4 Life / Targeted intervention <ul style="list-style-type: none"> <li>- Bridge the gap</li> <li>- Empower all children</li> <li>- Develop skill</li> </ul>	<ul style="list-style-type: none"> <li>- Establish barriers / starting point</li> <li>- Create a personalised profile with the children / families</li> <li>- Timetable sessions / events</li> <li>- Measure impact of sessions</li> <li>- Celebrate achievements</li> </ul>	£100	<ul style="list-style-type: none"> <li>- Children to articulate the barriers</li> <li>- Children to have ownership of their sessions / progress</li> <li>- Children to demonstrate their improvements and feel proud in their achievements</li> </ul>	<ul style="list-style-type: none"> <li>- Resources can be re-used</li> <li>- Displays can be evolved</li> </ul>
AstroTurf in the arena <ul style="list-style-type: none"> <li>- Invest in the surface in our arena space to maximize hours of usage</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable PE lessons / break and lunchtimes</li> <li>- Regular risk assessments</li> <li>- Pupil voice</li> </ul>	£6990 (part funded)	<ul style="list-style-type: none"> <li>- It can be used regardless of the weather</li> <li>- Artificial grass is very child friendly. It is mess-free, soft and cushioned so perfect for playing on, and requires no</li> </ul>	<ul style="list-style-type: none"> <li>- Maintenance is simple – no cutting / weeding etc.</li> </ul>

			chemicals or pesticides so is safer	
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**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:
<p>Safe Practice: in Physical Education, School Sport &amp; Physical Activity (New 2020 Edition)</p> <ul style="list-style-type: none"> <li>- help us protect the children and staff from potential risks</li> <li>- extensive information about what is considered best practice</li> <li>- can provide the basis for health and safety policy / risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase the new edition</li> <li>- Implements changes to PE policy and school risk assessments</li> </ul>	£44.99	<ul style="list-style-type: none"> <li>- Awareness of potential risks</li> <li>- Children gain awareness of risks though lessons</li> <li>- Best practice is shared</li> <li>- Updates in PE policy and risk assessments</li> </ul>	Re-usable document
<p>YST Premium Membership</p> <p>To supporting us in:</p> <ul style="list-style-type: none"> <li>- understanding, planning and delivering an appropriate and ambitious high-quality physical education curriculum using PE, sport and physical activity to improve personal development and wellbeing outcomes</li> <li>- use PE, sport and physical activity to contribute to whole school wellbeing and achievement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Implement resources into our provision</li> <li>- Attend webinar's to enhance our knowledge</li> <li>- Book in consultation sessions</li> <li>- Display Development posters</li> <li>- Complete modules of work</li> <li>- Apply for Quality Mark</li> <li>- Attend YST conference</li> </ul>	£1155	<p>Use of the following points will enhance the PE provision and in turn positively affect learning and teaching:</p> <ul style="list-style-type: none"> <li>- Curriculum Mapping Guide</li> <li>- My Personal Best Resource Cards</li> <li>- Chateez Cards</li> <li>- Webinar — Curriculum Blueprint</li> <li>- Webinar — Implementing My Personal Best</li> <li>- Webinar — Chateez Cards</li> <li>- PE Curriculum Consultation</li> <li>- Elements Resources</li> <li>- Personal Development Posters</li> <li>- Power of Enrichment</li> </ul>	Yearly membership

			<p>Resource</p> <ul style="list-style-type: none"> <li>- Module 1 — National and Local Landscape for Wellbeing</li> <li>- Personal Development Toolkit</li> <li>- Webinar — Using Competition to Achieve Wider Outcomes</li> <li>- Webinar Series — Power of a Well School Modules 1, 2 and 3</li> <li>- Webinar — RSHE Curriculum: Translating the Physical Health and Fitness statutory guidance webinar</li> <li>- Reintroducing young people back into the school environment through our electronic PE Toolkit</li> <li>- Quality Mark</li> <li>- E-Comms</li> <li>- Governors Toolkit for PE and school sport</li> <li>- Webinar — Reintroducing young people back into the school environment through PE</li> <li>- Consultancy — Phone call with local Development Manager</li> <li>- Practice Support Portal</li> <li>- Webinar — Parental Engagement</li> <li>- Consultancy — Phone call to discuss reintroducing young people back into the school environment through PE</li> </ul>	
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			<ul style="list-style-type: none"> <li>- Development Visit</li> <li>- YST Conference Place</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
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>Karate on the curriculum – Paul</p> <p>Targeted group – Vulnerable children</p>	<ul style="list-style-type: none"> <li>- Create a target group list</li> <li>- Create specific targets to achieve from the sessions</li> <li>- Timetable sessions within school day</li> <li>- Evaluate the sessions</li> </ul>	£300	<p>A six-week targeted intervention should impact children involved by:</p> <ul style="list-style-type: none"> <li>- Mood</li> <li>- Emotional and mental health</li> <li>- Self esteem</li> <li>- Confidence</li> <li>- Patience</li> <li>- Humility</li> <li>- Perseverance</li> <li>- Respect</li> <li>- Focus and concentration</li> <li>- Inner peace and calmness</li> <li>- Mindfulness</li> <li>- Self-discipline</li> </ul>	Continuous for a set amount of time.
<p>Dance – Targeted group (EAL)</p> <ul style="list-style-type: none"> <li>- Empower children through expression and creativity</li> <li>- Skill development</li> <li>- Develop dance routines</li> </ul>	<ul style="list-style-type: none"> <li>- Create a list of children who will participate</li> <li>- A timetable to be produced to factor in sessions during the school day</li> <li>- Evaluate the impact of sessions</li> </ul>	£500	<ul style="list-style-type: none"> <li>- Dance sessions should impact children involved by:</li> </ul> <p>Creativity Confidence Well-being Self-motivation Coordination Balance Flexibility</p> <ul style="list-style-type: none"> <li>- Pupil voice to show children enjoy the sessions</li> </ul>	Continuous for a set amount of time.

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

<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:

**Due to the current situation we are planning to begin competitive sport at a later date – to be updated**