

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

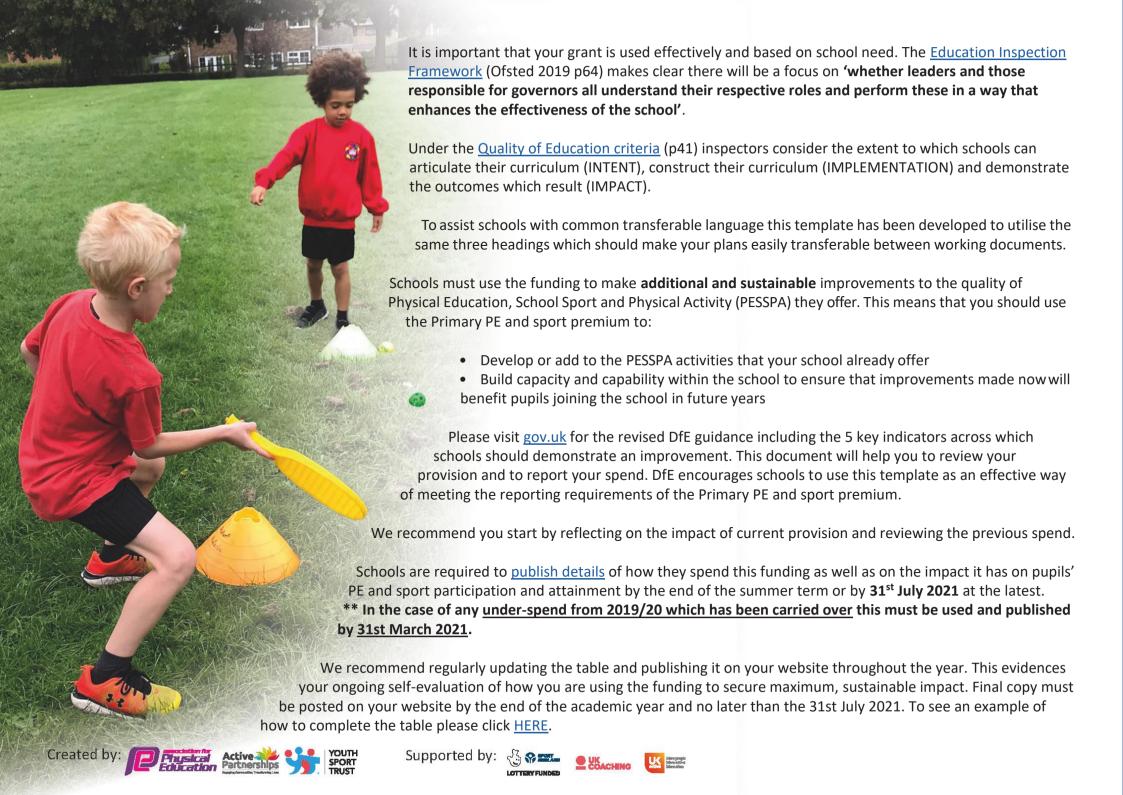


Department for Education

Created 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:
Athletics after school club was provided and children trained for sports hall athletics. Cledford came 2nd in the competition.	Using key sports events as a stimulus and something to aim for has given children more drive and for some, given reason for completing golden mile.
Netball club was strongly attended. Cledford won the cluster netball competition for the 2nd year in a row. Cledford were able to take 2 teams due to uptake in club and enthusiasm of children (girls and boys).	Plan ahead to repeat this for different sporting events. Monitor opportunities available to all year groups – are teachers/staff maximizing what we have on offer outside of PE lessons?
Girls' football team won their cluster football tournament. Boys came 2nd.	Continue use of specialists in athletics, gym and next step – specialist sports such as cricket.
Play leaders were trained and began to work with KS1 children once week at lunchtimes.	Year 6 children to become play leaders for KS1 children
Links with MHS continue to play a key role in encouraging children and providing opportunities for children's participation in physical activity.	Use pupil and parent voice – what do they want? (After school clubs)
	Focus on outdoor learning – raise the profile and staff knowledge of orienteering as well as children's skills.

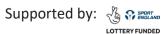
Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £1,032	Date Updated: October 2020		
What Key indicator(s) are you goin	<u> </u>	October 2020		Total Carry Over Funding:
What key maleator(s) are you goin	5 to rocus on.			£1,032
Intent	Implemen	tation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Twilight/Staff meeting training Cricket training for all year groups Cricket training for all year groups.	Observe teaching of PE after staff training. Obtain staff voice after cricket CPD.		Staff voice to be used to show the impact CPD has had on their teaching and how they have improved their teaching. Observations to show the improvements in teaching of PE: solid lessons, clearly teaching skills and then giving children opportunities to apply these skills.	Increase staff skills and knowledge which will enable them to teach high quality effective lessons.













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?	85%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
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 over and above the national curriculum requirements. Have you used it in this way?	<mark>Yes</mark> /No











Action Plan and Budget Tracking

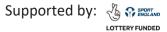
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £18,890 + £1,032 carry over from 2019/20	Date Updated: October 2020		
	<u>all</u> pupils in regular physical activity –		fficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	lay in school		1.25%
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 create an active and engaging playground to include structured activities for all children. To increase pupil participation in	Have adult led activities during lunch times and breaks. Play leaders to lead activities and set targets. (when restrictions allow)		More children participate and become active during break times. Tracker sheets to show participation and achievement – led by Year 5/6 play leaders.	Change activities regularly to keep motivated. Continuous training throughout the year to enable as many Year 5/6 children to
physical activity.	Target least active children to participate.		(once a week when restrictions allow)	lead activities.
To participate in outdoor activities.	Whole school to take part in National Skipping Day.		Children to continue at break times, improve coordination.	
	Provide classes with an outdoor box with apparatus to encourage participation. (Purchase more equipment as and when needed and to be kept topped up)	£ 250	Ensure every child has the opportunity to get involved in extra-curricular activity.	
For all children to be completing the	Teachers to ensure time is provided		Track the time it takes them to	Weather permitting and as













Golden Mile on a regular basis.	to complete. Set class targets and introduce rewards.		complete the golden mile Improve fitness & timing track participation	often as possible.
Use the Olympics as a stimulus for	i Cwai us.		 track participation 	
activities and spotlight on sport in school. Golden Mile link to "Trek to Tokyo"	Whole School/Class to track Golden Mile to complete journey to Tokyo.		Track each child's participation over the term. Increase sporting activity.	
To provide more opportunities/cross curricular activities.	Encourage using active maths or Orienteering.		Staff to incorporate physical activity throughout the curriculum.	
To ensure children remain physically active in lockdown or periods of self-isolation/quarantine.	Staff to include sporting activities as part of Home Learning. Provide sports web links where appropriate or instructional activities.		Children to remain active and healthy.	Keep active at home.
Key indicator 2: The profile of PESSPA	A being raised across the school as a t	ool for whole scl	hool improvement	Percentage of total allocation:
				98%
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	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:
consolidate through practice:		£19,652	Changeu:	
consolidate through practice: Children should understand the importance of physical activity and it's benefits.	Healthy Lifestyle – Promote during Healthy Living week and Assemblies. Provide free Bike Ability for		Children gain the knowledge of how to lead a healthy lifestyle. More children choosing to cycle	Children can make healthy choices. Pupils understand the benefits
Children should understand the importance of physical activity and	Healthy Living week and Assemblies.	£19,032	Children gain the knowledge of how to lead a healthy lifestyle.	choices.

nsure a range of after school clubs re held across both key stages. hildren to be aware of what sports re available to them both in school nd in the wider community. wimming for Year 3 to improve kills and encourage participation. rovide additional swimming rovision – target Year 6 children who may not meet the National curriculum requirements.	Athletics specialists to work with children in Years 3 – 6. Teachers and outside agencies to provide and promote a range of after school sport clubs for both key stages. Ask children and parents what sports clubs they would like us provide PE lead to monitor after school clubs each half term and identify any gaps. Provide professional swim instructors and monitor progress and skills. Top up lessons for Year 6 if necessary.	£3,870	minimum of 1 hour of formal PE – learning specific/basic skills. Registers to keep track of sports participation. All children will have participated in specialist activities and sporting events. More children will attend after school clubs and increase physical activity and participation. An increased number of children achieving National Curriculum requirements by Year 6.	
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Key indicator 3: Increased confidence	e, knowledge and skills of all staff in	teaching PE and s	sport	Percentage of total allocation:
				2.5%
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:
Twilight/Staff meeting training	Observe teaching of PE after staff training.	£500	Staff voice to be used to show the impact CPD has had on their teaching and how they have improved their teaching.	To be rescheduled from 2019 – 2020 when permitted.
Cricket training for all year groups	Obtain staff voice after cricket CPD.		Observations to show the improvements in teaching of PE: solid lessons, clearly teaching skills and then giving children opportunities to apply these skills.	Increase staff skills and knowledge which will enable them to teach high quality effective lessons.
To Increase teacher confidence,	Support teaching staff with			
knowledge and skills teaching PE.	specialist gymnastics and athletics coaching.		Staff are confident and skilled to provide QFT in PE.	Monitor PE lessons and target areas for development.
Key indicator 4: Broader experience of	of a range of sports and activities off	ered 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:











To set up permanent orienteering	Put up permanent orienteering	Staff voice to be used to show the	To put up permanent markers
course which staff will use regularly	markers	impact CPD has had on their	around school.
	Ensure classes carry out	teaching and how they have	
	orienteering activity at least once	improved their teaching.	
	a half term - pupil interviews.		
To ensure a wider range of after	Teachers and outside agencies to	Children & parent voice – to	When it's possible to provide
school clubs are held across both key stages.	provide a variety of after school sports clubs.	suggest which clubs they want. Increased numbers attending	after school clubs, prepare a questionnaire for parents and
	PE lead to monitor chosen	clubs leading to greater	children to suggest wider
To introduce new sports and	activities identify gans and nunil	participation.	opportunities and greater
encourage more children to be active.	participation.		choice.
	Run house matches each term (2		
House matches to take place each term as last year to maintain their	each term)	Observations to show the	
profile and provide opportunities.	cach term)	improvements in teaching of PE: solid lessons, clearly teaching	
рготта ата рготта оррототта		skills and then giving children	
		opportunities to apply these skills.	
		The state of the s	
Identify year group gaps and		All children will have participated.	
prioritise Athletic specialist support.			













Key indicator 5: Increased participation	on 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?:	Sustainability and suggested next steps:
Maintain links with MHS for cluster Events, competitions and sports festivals.	Attend Cluster meetings and make contact.			To continue our success in competitive sports such as Athletics and Netball.
To encourage children to participate fully in Sports Day, using a different range of sports.	Provide a variety of Olympic style events for Sports Day. (Use the Olympics as a stimulus)		Children to have the opportunity to try a variety of sports activities and possibly continue this out of school.	Try to improve our position in competitions and enter more teams.
To enter or run more competitions.	Continue to compete in Middlewich Cluster competitions and actively seek additional events.		Increase the amount of children participating in sport and competitions.	
Identify and coach talented children to ensure participation.	Target children to be invited to clubs.		Increase the amount of children participating in sports.	
House matches to continue each term to provide opportunity.				

Signed off by	
Head Teacher:	
Date:	













Subject Leader:	
Date:	
Governor:	
Date:	











