

Evidencing the Impact of Primary PE and Sport Premium 2019 - 2020

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
• Awarded the National School Games Mark Award for our school participation in PE and school games competitions between September and March. • Our school sport development both in school and the Rossendale Valley continues to go from strength to strength – at the point of closure, we placed an incredible 7th overall in the league table out of over 30 Rossendale schools – many of whom are much larger schools. • Achieved the Virtual School Games Mark Award for our engagement in sport during the summer lockdown period. • Continued to ○ offer a broad range of extra-curricular clubs across the year; ○ develop new partnerships with external coaches and clubs – had planned for Y5/6 to access angling and skiing during the summer term; ○ develop the daily 30 minutes up and active physical activity offer	• Ensure physical activity continues to have a high profile in school (and through school website / Facebook) - ensure local and national lockdown measures don't negatively impact on pupil health and wellbeing. • Continue to develop the emphasis on improving our personal best through the 30 minutes up and active. • Continue to develop assessment in PE using the new Lancashire Assessment App. • Develop confidence of staff new to school in teaching PE. • Sustain the School Games Gold Mark.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES



Academic Year: September 2020 to March 2021		Total fund carried over: £2,135.64	Date Updated:	
What Key indicator(s) are you going to focus on? Key Indicator 1 – the engagement of ALL pupils in regular physical activity.				Total Carry Over Funding: £2,135.64
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. To ensure all children have access to a broad range of resources to promote physical activity in each class bubble.	Make sure your actions to achieve are linked to your intentions: Purchase resources to promote a broad range of physical activity on each of yard.	Carry over funding allocated: £2,135.64	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?: Due to COVID-19, all classes can no longer access the main playground and sports space. The new resources have enabled children to be able to engage in more focused physical activity outside e.g. developing throwing / catching skills, balance (scooters – EYFS)	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Continue to encourage engagement of the least active pupils in each outdoor space through focused activities during lunchtime led by RSSP coach.



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.	Our Y6 children are undertaking swimming lessons in summer 2021 – up to date information will be provided then.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	



Action Plan and Budget Tracking

Academic Year: 2020/21		Total fund allocated: £16,800	Date Updated: 1 st September 2020	
Key indicator 1: 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:
				48%
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:
- Following a significant period of lockdown and limited physical activity for most - raise the profile of our daily 30 minutes physical activity whole school offer and in particular, the concept of personal best. - Refine planned physical activity within our childcare provisions. - Children to know and understand (age appropriately) about the physical and emotional well-being benefits of regular physical activity	- Ensure all children consistently access 30 minutes of physical activity every day – enhance playground provision for encouraging and developing performance (personal best). - Provide additional physical activity (in addition to the 30 mins) during childcare provisions. - Continue to target least active	£8,050	- All classes accessed an additional 30 minutes of physical activity per day – designated resources for each class in line with COVID-19 restrictions. Positive impact on physical health. - Additional physical activity has been introduced to breakfast provision however this is in the early stages of being embedded. Physical activity within the after school childcare provision is a consistent offer. - Least active children have	- Ensure all children consistently access 30 minutes of physical activity every day – further enhance playground provision for encouraging and developing performance (personal best). - Provide additional, consistent physical activity (in addition to the 30 mins) during breakfast childcare provisions – staff to access training.



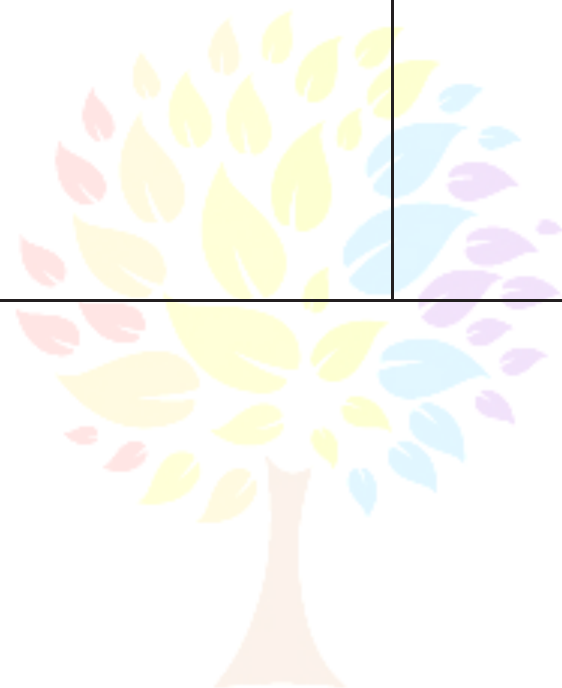
and ways in which this can be achieved.	children through extra-curricular clubs, active lunchtimes and childcare provision. • Monitor impact of playground allocation and resources during COVID-19 changes to ensure children are able (and encouraged) to be fully active and do so. • Continue to develop teacher use (at least twice per week) of Active Literacy / Active Maths. • Develop children's understanding of the physical and emotional well-being through PSHE curriculum focus.		been prioritised for access to extra-curricular clubs – uptake has been restricted at times due to bubble restrictions e.g. if there has been a sibling in a different class (bubble), parents have been unable to make two journey's to school to collect. • Designated playground resources for each class – children have been conscious of their responsibility to look after the resources and been mindful of appropriate and effective use of. • Teacher use of Active Literacy / Maths has enabled classes to achieve the additional active 30 minutes (daily). • PSHE curriculum is a strength of the school with a range of enhancements e.g. through visitors promoting health and wellbeing. • KidSafe implementation – all staff have accessed the training. EYFS trialled	• Continue to target least active children through extra-curricular clubs, active lunchtimes and childcare provision – review provision of childcare for siblings if parents are unable to return to collect. • Continue to develop children's understanding of the physical and emotional well-being – embed KidSafe.
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			implementation in the summer term – whole school roll out in 2021/2022.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Continue to promote our school ethos which values active and healthy lifestyles throughout school.	- Ensure the profile of the School Sports Organising Crew is high and influences decisions and provision within school. - Develop a notice board in the school entrance to raise the profile of PE and sport for visitors and parents - Continue to liaise with PSHE Lead re: Lancashire Healthy School Status. - Ensure links with Lancashire Adult Learning (LAL) remain in place during COVID-19 challenges to be able to offer family based learning focusing on promoting active healthy lifestyles and well-being.	£500	- The development within this area was negatively affected by COVID-19. For example, visitors to school were heavily restricted (at times prohibited) due to COVID-19 restrictions in force. Methods to overcome this were sought e.g. instead of a notice board in the entrance, information was shared through the weekly school newsletter, Facebook page and website. - Links with LAL remained in place – school promoted available courses through	- Further raise the profile of the School Sports Organising Crew is high and influences decisions and provision within school. - Develop a notice board in the school entrance to raise the profile of PE and sport for visitors and parents - Liaise with PSHE Lead re: Lancashire Healthy School Status. - Secure and host onsite courses / activities for families to be able to access through Lancashire



			website, Facebook page and newsletter however no families engaged in any of the online courses promoted. Over the course of the year, SSOC were limited as to the work they could undertake e.g. due to bubble mixing restrictions / staggered lunch times / access to technology within school to be able to meet e.g. via Zoom.	Adult Learning (LAL) as soon as restrictions allow - promoting active healthy lifestyles and well-being
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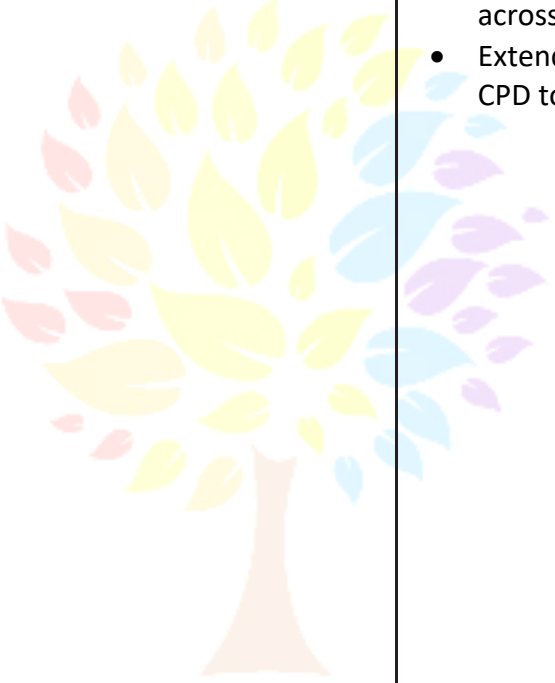
St Saviour's

Community Primary School



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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:
- Ensure high quality physical education for all children – staff confident in delivery. - Ensure high quality forest school provision is accessible to all children. - Ensure high quality physical activity is offered through before / after school childcare facilities (extended services). - Ensure staff are up-to-date with the latest knowledge, skills and guidance for delivering high quality PE.	- Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. - Continue membership of RSSP (same level as previous) to be able to access CPD, networking and events. - Continue to focus on refining skills development within the taught curriculum – aspect specific CPD to further develop confidence e.g. dance, gymnastics. - Staff to continue to develop teaching physical education through CPD – in particular, staff new to school (Y3/4 mat. cover). - PE subject leader to attend termly network meeting and provide updates to staff as	£3,500	- Membership of YST has enabled staff to keep up to date with sport development and access resources accordingly – likewise membership of RSSP. - AfPE 'Safe Practice in PE and School Sport' training accessed by all class teachers and headteacher. Impact – developed knowledge and understanding to support effective, safe teaching. - RSSP recommended Lawn Tennis Association training accessed by DHT. Impact - £250 voucher to purchase tennis resources for use to support curriculum teaching	- Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. - Continue membership of RSSP (same level as previous) to be able to access CPD, networking and events. - Continue to focus on refining skills development within the taught curriculum – aspect specific CPD to further develop confidence e.g. dance, gymnastics. - Staff to continue to develop teaching physical education through CPD – in particular, staff new to year group e.g. KS1 - PE subject leader to attend termly network meeting and



	necessary. • Develop the role of a forest school lead with access to training as needed – develop the provision to become a more integral part of our curriculum across KS2. • Extended services staff to access CPD to lead physical activity.		and links developed with coach leading to a new after school tennis club being accessible for Y5/6. • Y3/4 teacher accessed 'Teaching Dance and High-Quality Gymnastics' training (full day) • Headteacher invited to be part of the new RSSP steering group – active role in helping to shape sport developments in schools across Rossendale. • Headteacher invited to be part of the 'Strategic Board' for 'Ready, Set Rossendale' – active role in helping to shape sport developments for families in Rossendale. • Extended services training – unable to be accessed due to COVID-19 cancellation. • Forest school development – unsuccessful recruitment process (x2) negatively impacted on staff capacity to further develop the provision.	provide updates to staff as necessary. • Develop the role of a forest school lead with access to training as needed – further develop the provision to become a more integral part of our curriculum across KS2. • Extended services staff to access CPD to lead physical activity.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%



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:
- Continue to develop a broad range of sport experiences (both curricular and extra-curricular) for all children. - Pupils to know... the location and range of sports and activities accessible within the local area. - To develop children's competency in swimming.	- Children to begin swimming lessons from Y2 – this will result in the children accessing lessons for one term each year through to Y6 - Further develop the initial links forged last year with - Ski Rossendale – Y5/6 to access lessons during the summer term - In-2-Angling - focus group of children to develop physical and emotional well-being £65x4	£3,500	- Y2 swimming lessons began in September 2020. All children accessed a weekly lesson for the duration of the autumn term – began to develop associated knowledge, skills and confidence levels. - Y5/6 accessed ski lesson for four weeks – began to develop associated knowledge, skills and confidence. 10 Y5/6 children accessed 2 half day angling sessions in the summer term – began to develop knowledge, skills and confidence of the sport alongside understanding of impact on emotional health and wellbeing.	- Embed Y2 access to swimming - Further develop children's access to ski lessons – consider one year group access as opposed to full class to minimise the amount of time the children have to wait to have a turn on the slope. Consider roll out to Y4. - Further develop children's access to activities (such as angling) to promote physical and emotional well-being.



	• Continue to offer access to professional sports events (COVID-19 restrictions permitting) to broaden children's understanding of sport and careers within physical activity. • Continue to offer a broad range of extra-curricular clubs for all year groups.		• COVID-19 prohibited access to professional sports events. • Careers day held (10.06.21) – representatives from BFC in the Community attended to promote a range of careers in sports, beyond playing football. • Extra-curricular clubs were re-introduced in March 2021. Access was limited to class bubbles – each class had access to at least one club per week through managing to secure a before school football club too. Children developed knowledge, skills and confidence of the sport.	• Reinstate school's offer of access to professional sports events (COVID-19 restrictions permitting) to broaden children's understanding of sport and careers within physical activity. • Extend visits of representatives of sport based careers. • Extend access to clubs as COVID-19 restrictions allow.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
- During periods of high local / national COVID-19 restrictions, ensure all children are able to access a range of competitive sporting opportunities both intra and where possible inter school (in particular inter-school for lower KS2). - Continue to be a member of Rossendale School Sport Partnership to access competitions and events.	- Embed a family centred level 1 event in the school year (COVID-19 dependent). - Compliment the events calendar with clubs to develop skills in preparation.	£1,250	- Whole school Cancer Research UK 'Race for Life' event (22.06.21 - £698.87 raised). This was initially intended to be a family event, however, local and national COVID-19 restrictions prohibited families to participate on site. - Due to COVID-19 restrictions, family orientated events were promoted through active signposting to events organised through Rossendale Leisure Trust and RSSP e.g. 'Rossendale Virtual Mile' and Easter Trails. - After-school sports based clubs resumed in the spring term – introduced tennis in preparation for entry to the RSSP tennis competition	- Continue to host an annual family centred level 1 event (charity fundraising to link to citizenship) - Continue to compliment the events calendar with clubs to develop skills in preparation – embed tennis and introduce rugby to be able to develop skills in prep. for participating in inter-school tag rugby



	• Ensure staff maximise opportunities for intra-school competitions over the academic year, in consideration of COVID-19 restrictions • Where / when COVID-19 restrictions allow... ○ Continue to access the RSSP competitive events calendar – further develop our participation in the Y3/4 events. ○ Continue to take part in the local football league and knock out competition for Y5/6 and further develop our participation in the Y4 league.		• Staff have undertaken ‘intra-school’ events within their classes e.g. Y5 v Y6 netball. • COVID-19 restrictions prohibited all inter-school events for the full academic year.	events. • Ensure staff maximise opportunities for intra-school competitions over the academic year, in consideration of COVID-19 restrictions • Where / when COVID-19 restrictions allow... ○ Continue to access the RSSP competitive events calendar – further develop our participation in the Y3/4 events. • Continue to take part in the local football league and knock out competition for Y5/6 and further develop our participation in the Y4 league.
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Signed off by	
Head Teacher / subject Lead:	D. Marsh
Date:	01.09.2020
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Governor:	E-M. Hood
Date:	01.09.2020

