

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





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 **31st 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:
<ul style="list-style-type: none"> • Improved Assessment in PE: Assessments take place every half term. Teachers also ‘blog’ PE lessons promoting the success of the pupils. • Successful Club Links with Sheffield United and B Braun. • Staff CPD Opportunities. • Increasing School Links – Now linked with Sheffield Sharks, PWCL, Mission Active and Modeshift. • Providing a path way for football through SUFC and participating in the SFSS football league. • Gold Kit mark KS2 • Gold Arches kite mark KS1 • Arches Primary Healthy school 2017/18 • Play Leaders continuing to provide activities at break times and lunchtimes. • Play Leaders continuing to run an afterschool club. 	<ul style="list-style-type: none"> • Active mornings – active opportunities each morning. • Development of a Sports Crew – Link to Play leaders to further develop ‘Learn to Lead’ opportunities in PE and Extra-Curriculum. • KS1 Targeted Provision – to increase extra curriculum opportunities for KS1. • Access to a wider range of sport and physical activity opportunities • Team Teaching – linking better to school audit. • Playground / Personal Challenges – link to active lunch times and playground strategy. • Improve Swimming by maximising time in the pool, reminding parents on correct kit and support swimming coaches with poolside theory questions.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>%</p> <p>Class 1 (31) – 6.45%</p> <p>Class 2 (33) – 30.3%</p> <p>Cohort – 18.75%</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>%</p> <p>Class 1 (31) – 0%</p> <p>Class 2 (33) – 27%</p> <p>Cohort (64) - 17%</p>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% Class 1 (31) – 84% Class 2 (33) – 94% Cohort (64) – 89%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

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: 2019/20		Total fund allocated: £		Date Updated:	
<p>Key indicator 1: 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</p>					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:
Providing opportunities for pupils to be active for a minimum of 30 minutes a day.	<ul style="list-style-type: none"> • Continue link with Amy Baron-Hall who is the Active Travel Officer for Sheffield to offer opportunities and promote healthy active lifestyles. • Continue to plan in activities with Amy Baron-Hall that will work towards achieving the Silver Award from Modeshift Stars. • To take part in 10 day active challenge. • Include Modeshift activities to the school calendar so that staff and pupils are aware of upcoming activities. • Links with Modeshift to provide active travel breakfast, learn to ride, be bright be seen assembly, virtual velodrome, inner tube bracelets, scooter skills, cycle 		<ul style="list-style-type: none"> • School has made good links with Amy Baron- Hall from Modeshift who has been into school to deliver a range of workshops to raise the children’s awareness of active travel. • An increased percentage from last year of children actively travelling to school and a larger percentage of children taking part in the 10 day active challenge than the previous year. 	<ul style="list-style-type: none"> • Maintain the Successful links with Sustrans Active Travel opportunities, including Bikability, Walk to School Event, Active Breakfast and Scooter Skills sessions across KS1 and KS2. • Maintain Successful links with Modeshift by re-scheduling active travel breakfast, learn to ride, be bright be seen assemblies, virtual velodrome, scooter skills, cycle skills and Dr bike. Across KS1 and KS2. • Next step is to complete the requirements for Silver award with Modeshift Stars. 	

<p>Improved resources available for both Play Leaders and Lunch time staff to run a variety of activities.</p> <p>Continue to establish successful club / school links in the local area for pupils and families to access easily</p> <p>School to utilize external coaching providers to continue to provide a wide range of sport and physical activity opportunities, including street dance, cricket, cheerleading, archery and Active Archie.</p>	<p>skills and Dr Bike. Across KS1 and KS2.</p> <ul style="list-style-type: none"> • Play leader to have access to a pack and bag of resources so Play leaders can deliver activities at break and dinner times. • Sustain Play leader's lunchtime activities. Lunchtime staff to deliver a variety of activities such as the daily mile and other personal challenges (Scooters, Skipping and play leader lead games). • Lunch time staff to be trained to deliver a range of sporting opportunities such as the golden mile JH and DM to arrange. • Play leaders to begin to identify competitions for KS1 and how to plan and run (Platinum award). • Identify play leaders. • Play leader to attend play leaders camp. • Play leaders to deliver personal challenges during lunch time. • Sustain - Targeted club such as inactive children, all girls and all boys. • Taster sessions or Enrichment 		<ul style="list-style-type: none"> • A folder with ideas of games and activities is located at the front of school near the reception. This allowed Play leaders the freedom to choose an activity, know what equipment they needed and quickly get children active. • Training provided for LSA's to deliver physical activities at break times. The use of LSA's allowed children to be engaged in controlled fun activities instead of being inactive. • Personal challenges set across the playground for both play leaders and staff to deliver. Since introducing personal challenges children are now re-visiting games / activities with a greater desire to improve on their own performances. • Children have expressed their desire to become a Play leader and the children selected have shown an improvement in their confidence and behaviour around school. 	<p>To improve the 10 day active challenge by promoting different daily challenges such as 'Wheely Wednesday'.</p> <ul style="list-style-type: none"> • Maintain Play Leader's lunchtime activities. Build on the activity folder to allow more choice of activities to deliver. • Lunchtime staff to continue to deliver a variety of activities and promote personal challenges on activities such as skipping, basketball and scooters. • Next steps: to introduce other activities that are not mainstream: Quidditch, Tri Golf and Goalball • Continue to establish successful club links in the local area for pupils and families to access easily. • Next steps: Re-arrange the enrichment fayre for local clubs to come into school and promote their team / sport. Each class to have a short Q&A assembly. • To sustain the Girls active
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<p>Provide more opportunities for SEND children to access sport and physical activity.</p> <p>To review swimming and explore how we can maximise pool time</p>	<p>fayre for local clubs to come into school and promote their team / sport. – Each class to have a short assembly and Q/A.</p> <ul style="list-style-type: none"> • Link summer fayre (ZH/DM) to sporting links. • Scheduled meeting with SEN team end of term 1 to review the SEN children, their needs and possibilities of creating additional physical activities after school. Things to consider: duration of club and activities available. • Review the delivery of swimming to Y3. –Time spent in the water – Can the theory be taught in school allowing more time swimming? • To continue upskilling staff to help with swimming lessons in the future. • To look at opportunities for year 6 to go swimming for at least a term and assessment purposes (more accurate data). • A member of staff already trained up in swimming. • JH to talk with swimming coordinator to see potential of children being in the pool longer. • TA's to be trained up how to do the assessment and how staff can access this. • JH and DB to have a copy of the 	<p>Swimming £7,840</p>	<ul style="list-style-type: none"> • Play leaders attended the KS1 after school club to deliver activities. Play leaders practiced their game ideas to younger year groups and this helped build their confidence to then deliver games to their peers at break times. • The Playleaders and LSA's have impacted the children positively by exposing them to new sports. Organised games at break and lunchtimes has also allowed more children to participate in a safe and controlled manner. • A link with England's women wheelchair basketball team allowed players to visit the school and deliver two basketball lessons. The lessons inspired children to have a 'can do' attitude and develop the children's resilience. Children have since shown a greater understanding to wheelchair users within school and have adapted their games at break times to become more inclusive. • A meeting was held to discuss the opportunities for upper KS2 to go swimming for a 	<p>award and sustain girl's lunchtime and afterschool clubs – Next step is to build on this by creating a 'This girl Can' dinner time club lead by Play leaders.</p> <ul style="list-style-type: none"> • To sustain the targeted club for boys – Next steps: introduce this targeted club at lunch time's lead by play leaders. • To maintain using external coaching providers to continue to deliver a wide range of sport and physical activity opportunities, including street dance, cricket, cheerleading, archery and Active Archie.
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<p>Encourage children to engage with physical activity as part of a healthy, active lifestyle</p>	<p>new swimming assessment.</p> <ul style="list-style-type: none"> • Make links with PWCL and B.Braun to access a wider range of opportunities for children to understand the benefits of being healthy and active. 		<p>term to improve their swimming ability before leaving Year 6 however the decision was made to embed one year group for a full year instead of a follow up year in year 5.</p> <ul style="list-style-type: none"> • The previous academic year, Y3 and Y4 would take part in swimming lessons for half a year. We now have made the decision that Year 3 will be the only year group to swim for a whole year. Unfortunately due to Covid-19 the impact of this decision is still to be concluded. • Children are now prepared for what to expect prior to the swimming lessons to reduce the time of the coaches explaining poolside expectations prior to a lesson. <p style="text-align: center;"><u>PWCL</u></p> <ul style="list-style-type: none"> • Active travel breakfast has given the pupils of Pye Bank School the opportunity to discuss the health benefits to an active and healthy start to a day. 	<ul style="list-style-type: none"> • Continue to provide opportunities for SEND children to attend competitions – Next steps to establish a SEND afterschool club that offer a range of activities aimed to multi-skills. • To continue booking in the active travel breakfast with PWCL as an annual event. • To continue the new links with BBraun regarding healthy lifestyles and book in the programme for the new cohort of year 5's.
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			<p><u>B healthy BBraun programme.</u></p> <ul style="list-style-type: none"> • Two hours of curriculum time talking about leading healthy lifestyles has improved the children’s knowledge and awareness of the importance of living a healthy lifestyle. • Five hours of after school club activities led by BBraun Sharks 1st team basketball players has allowed children access to high quality after school clubs and links to clubs. • Throughout the visits B.Braun signposted pathways of how to join local clubs. • More children have since chosen to play basketball at breaks and lunchtimes. • Another outcome being children opting for a healthier option at dinner time and explaining their reasons. <p><u>SUFC – Move More and Learn project.</u></p> <ul style="list-style-type: none"> • Six weeks of sessions were delivered to Y5 children. • Six, 45 minute classroom lessons. • Six, 45 minute physical activity lessons. • Children now understand the importance of exercise in a healthy lifestyle. 	<ul style="list-style-type: none"> • Build on the new links formed with SUFC and health and well-being and look to participate in and promote future projects.
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			<ul style="list-style-type: none"> • Children can now identify the nutritional components of their diet and recognise the quantities of each that they are eating. • Children can now identify that food is the fuel that allows the body to function correctly. • Support provided in maths and literacy activities to support children and their learning. • Children participated in fun activities that promoted health and physical activity in a positive way. This had huge success as the children were all engaged and couldn't wait to participate in the next lesson. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<p>Continue PE Boards developed and updated regularly in the Sports Hall with information on curriculum activities, extra-curricular activities, lunch time activities and Sports Crew Information.</p> <p>Play leader's to promote weekly personal challenges for lunchtime activities.</p> <p>Promoting good practice of PE by regularly updating the class blogs, School Games website and Twitter.</p> <p>Promote the Move More magazine and to submit Pye Banks sporting achievements to raise the profile of PE within school.</p> <p>Morning wake up shake up opportunities during breakfast club to help increase children's activity levels.</p>	<ul style="list-style-type: none"> • Photos of active sessions. Weekly Personal challenge created by play leaders. TV in the entrance of school to promote opportunities for all children to take part in school sporting activities. • Checking PE Staff regularly blog on the School Games website and update the PE Twitter feed with news and updates. • School to write and publish newsletters with sport information and achievements on to continue to provide a high profile for sport across school every half term. • Continue to develop current play leaders and increase the opportunities for them to lead on lunch and extra curriculum activities. • Begin to incorporate and evidence physical activity opportunities across the curriculum where possible. For example, Change 4 Life and 10 minute shake ups. (Working with SLT). • Identify way to increase children sporting activity to 60 minutes each day (platinum level) could be active reading/magic 		<ul style="list-style-type: none"> • Photos on the display boards are updated every half term to show parents, staff and pupils what classes have been up to during PE, break and lunch times. • The display board also celebrates the achievements made by the children. Staff are now more aware of children's success and are frequently commenting on children's achievements in competitions. • Sharing the schools success of achieving KS1/KS2 (Gold) School Games kite mark awards as well as the Active Girls Award has given the school lots to be proud of. • There has also been an increase of applications and participants in after school clubs due to the exposure of upcoming clubs located on the notice board. • PE staff updated the school blog and Twitter weekly to inform parents on events school have attended and activities going on in school. Parents have been incredibly supportive by commenting on 	<ul style="list-style-type: none"> • Continue to develop and update PE boards regularly in the Sports Hall with information on curriculum activities, extra-curricular activities, lunch time activities and Sports Crew Information. PE boards also include 'PE Stars' of the term. The information will also be sent to class teachers to ensure that children are aware of the PE board and new information that is posted. • Next steps: Weekly Personal challenge created by play leaders to be visible on the PE notice board. • Next steps: TV in the entrance of school to promote opportunities for all children to take part in school sporting activities. • Next Steps: To create a hyperlink to Your School Games website and Twitter to be accessible on the schools website. • Next step: Embedding school ethos and values into the PE curriculum.
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	breakfast/ active lunch		<p>the success of the children on both the blog and Twitter.</p> <ul style="list-style-type: none"> • Newsletters are updated per term to celebrate the achievements pupils have achieved for the school and for themselves. Parents have commented on the success of sports teams and have encouraged their children to participate more in competitions. • PE kit & swimming reminders to increase the number of children being in the correct kit for PE and to not miss out of their swimming opportunity. • Play leaders have many opportunities to deliver activities. They lead activities with staff members supporting them for KS1 after school clubs which helps develop their leadership skills and be role models for younger year groups. Sports crew training is undertaken by new play leaders in addition to the play leaders from the previous year group. A rota is established for lunchtimes, where pupils have successfully engaged regular with pupils across both KS1 	
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			<p>and KS2 in the activities carried out over lunch times.</p> <ul style="list-style-type: none">• The number of active pupils increased at lunch times and break times as pupils have more opportunities to get involved in a variety of activities.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Improve swimming progress and assessment by preparing the children prior to the swimming lesson, in order to increase swimming time and have a copy of the assessment requirements to support the children understand what is asked of them.</p> <p>To ensure that class teachers are assessing children in a game situation to monitor skills learnt. - Continue to provide team teaching opportunities across all school year groups through the support of Arches.</p> <p>Continue to upskill staff and developing confidence in teaching PE lessons</p>	<ul style="list-style-type: none"> To have preparation lessons in school prior to the swimming lesson, in order to increase swimming time. Staff attending swimming sessions liaise with swimming coaches to understand new swimming assessment. To revise PE assessment: Hold meeting with SLT about the format of assessment. Identify who is in need of team teaching support and for what area of the PE curriculum. This is based on planning, delivery and pedagogy not behaviour management. PE Audit on staff ability in P.E. to be given out at the beginning of the year, after team teaching 		<ul style="list-style-type: none"> Children enjoyed watching a video of what to expect going swimming and was able to have Q & A time. This helped children understand their route through ponds forge to the swimming pool and what to expect in swimming lessons. Feedback from swimming coaches explained. Class teachers have continued to blog after each PE lesson with a reflection on the children's learning and evidence of development. Team teaching with Arches SSP to help begin embedding self and peer assessment in to the curriculum across key stage two. Sport apprentice (BC) supported in PE lessons and gave input into sessions, most importantly observed and 	<ul style="list-style-type: none"> Continue to keep a line of communication with the swimming coaches at ponds forge and review how the year has gone and what Pye Bank School can do to increase the time spent in the pool. Continue a weekly blog of PE that can be shared on the PE display board to show parents what PE looks like in each year group.

<p>Increase high quality PE throughout the whole school</p>	<p>and at the end of year. (section included by Arches staff on the progress made or further support needed for each teacher)</p> <ul style="list-style-type: none"> • Quality CPD opportunities offered to staff for them to access through the Arches SSP - Relationships have been built across school with the Arches PE coordinator and school staff. • All teaching staff to complete a PE audit at the beginning of the school year. • All team teaching or CDP to complete additional PE audit • Continue to provide team teaching opportunities across all school year groups through the support of Arches. • Each teacher especially NQT's to access team teaching for half a term per year and to access CDP training • Planning on the system for teachers to use and adapt where needed 		<p>learned from class teachers across KS1 and KS2.</p> <ul style="list-style-type: none"> • Team teaching continued with Arches SSP staff member DB. Giving ideas, coaching points and planning or where to find planning for each sport. • Planning has been submitted for advice or support from staff members. • Feedback from drop ins provided ideas for consideration to implement into next lesson. <p><u>The impact of Covid-19</u></p> <ul style="list-style-type: none"> • Covid-19 led to the development of a Virtual School with a health and well-being section which posted videos on how to stay physically active and how to express emotions. • Twitter was used to post daily PE activities that allowed children to do personal challenges. • On the Twitter page mindfulness posts were retweeted from SUFC to promote positive thinking and 	<ul style="list-style-type: none"> • Next step: To implement a team teaching development project where teachers are able to team teach with their year group partner and share good practice feeding back to the PE co-ordinator. Focus to be on development of tasks. • Next step: drop ins on assessment of PE in each year group.
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<p>Encourage staff to access additional training and resources</p>	<ul style="list-style-type: none"> • PE coordinators to analyse PE audit and identify next steps. • Qualified sports coach to work alongside the PE coordinator to help develop teachers skills and knowledge. • Lesson drop ins to observe how a skill is introduced within a lesson. • Continued use of external coaches to provide high quality team teach and CPD opportunities in PE curriculum, including Dance, Gymnastics and Sheffield Sharks Basketball. • PE coordinators to use PE audit to potentially put in place a whole school CPD 		<p>healthy eating.</p> <ul style="list-style-type: none"> • Virtual sports days have been promoted on the health and well-being page of the Virtual School site to engage with children, teachers and parents. 	<ul style="list-style-type: none"> • Next step: Advertise CPD opportunities in the Staff room followed up with an email to staff.
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Key indicator 4: Broader experience of a range of sports and activities offered 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:
<p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more targeted pupils involved.</p>	<ul style="list-style-type: none"> • Extra team teaching alongside arches. Staff working with PE Coordinator to then be confident enough to deliver an afterschool club. • Afterschool clubs to be delivered by TA's throughout the year. • Stock check of the equipment and maintenance check termly. • Daily drop ins by a teacher at dinnertimes to see how the play leaders are developing and managing the responsibility. • Range of different sports and activities on offer at dinnertimes led by dinner supervisors. (dialy mile, basketball, circuit training, skipping, scooters) • Lunch time clubs (DM to provide a plan which will be updated by JH to include 	After school clubs £1,260	<ul style="list-style-type: none"> • Stock check carried out by sport apprentice BC and PE Co-ordinator to ensure equipment is of a good standard for the academic year. • DB supported pupils at lunch times on a Wednesday & Thursday. This allowed the children to gain confidence in delivering tasks and to adapt games to benefit the children participating. • A variety of activities have been on offer during lunchtimes and they have been led by lunch time staff and play leaders. Activities that were delivered included Dancing, basketball, handball, football, bean bag throwing and cup stacking. This has allowed children to experience different sports at playtime and look forward to participating in something different each day. 	<ul style="list-style-type: none"> • Maintain Stock check of the equipment and maintenance termly. • Next step: Sign up the Y5 girls and Y6 boys to the SFSS football league. • Next step: create a Pye Bank charity run for staff, parents and children that can become an annual event. • Next step: Use Moki bands to help target inactive children.

<p>Opportunities for self-improvement and competitions.</p>	<p>sporting opportunities)</p> <ul style="list-style-type: none"> • Play leaders to run and deliver lunch time club at least once a week • Danika to offer a wider range of after school clubs (SUFC, Mission Active and Play leaders to remain each half term to ensure consistency) • Taster sessions – clubs to be invited into school so children can see the range on offer • Show case of local activities on offer for children • Bought into Archers SSP GOLD package for year • Signed up to B-Braun Basketball competition • Amy from Modeshift booked in for year • SFSS booked in for the year • Play leaders to identify and run a competition for Key stage one • CDP opportunities and team teaching 	<p>Archers £11,250</p>	<ul style="list-style-type: none"> • Play leaders now have a rota of which each play leader is down to deliver at least once a week. Play leaders are able to volunteer to deliver more sessions if they wish to. • DB has offered a wide range of after school clubs such as Gymnastics, Dance, Archery, Tri golf and Dodgeball. • Sheffield university cheerleaders visited school to deliver a taster session to Y4 to show them that it is an inclusive sport for both boys & girls. • SIV/Sheffield sharks/England women’s wheelchair basketball delivered a taster session to Y5 and gave some of the pupils the opportunity to have a go in their wheel chairs to get a better understanding and were also allowed to ask any questions to be more educated about disabilities within sport. <p><u>Covid-19 opportunities to self-improve and compete.</u></p> <ul style="list-style-type: none"> • Virtual sports days have been posted on the Virtual School to allow opportunities for the whole family to compete and 	
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			<p>be active.</p> <ul style="list-style-type: none">• Active homework was posted on Twitter daily using Physical Ed, Move more and SUFC.• An Active homework pack was sent home for children who do not have internet access to stay active.	
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Key indicator 5: Increased participation 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:
Continue to improve competitive opportunities provided both in school onsite and offsite at local competitions, for children to enjoy and compete with others.	<ul style="list-style-type: none"> Strengthen links with local schools and work towards friendly competitions that target specific groups. (Girls, behaviour, SEN). Link PE curriculum to competitions for whole school. Revise PE yearly overview. Pass year overview to all class based teachers/ Staff members teaching PE. Afterschool clubs identified for the year and to link to competitions wherever possible. Invite local sporting clubs (SUFC) to deliver after school clubs to increase children confidence and provide exit routes. Intra- competition to happen in each year group at the end of 		<ul style="list-style-type: none"> Throughout the overview of the PE curriculum map there are highlighted sports which class teachers can then see if there is a possibility their class may go to a competition. This has allowed the class teacher to plan towards a competition and select prospering or ambitious children to represent the school in both School Games and Arches competitions. Assessment sheets are filled out by class teachers and then put onto staff share for all teachers to then access and look at how each class was assessed the previous year. Pupils from KS1 and KS2 have been actively engaged with school games competitions run throughout the school year, including hockey, handball, basketball, and football and sports hall athletics. 	<ul style="list-style-type: none"> Continue to link PE curriculum with competitions for whole school. Continue to update folders for each year group to see clearly year by year for assessments. Next step: Review Swimming participation and competitions with SLT.

	<p>each half term to link with assessment where ever possible.</p> <ul style="list-style-type: none"> • PE timetable to reflect competition intra and inter where ever possible. • Active engagement with Arches SSP competitions as part of the Gold Package 			
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Sport premium grant awarded 2019-2020 = £19,500

<u>PE Spending</u>	<u>Cost</u>
Swimming 1 year group	£7,840
Arches: Sport coach and Gold package	£11,250
After School Club: Sheffield United football coaching	£630
After School Club: Errol Barrows	£630
<u>Total Spend for the 2019-2020 year = £20,350</u>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	