



# Adswood Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£18,492	<b>Amount of Grant Spent</b>	£18,492	<b>Date</b>	JULY 2021
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently

*As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.*

### Meeting national curriculum requirements for swimming and water safety

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres.	54%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	40%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	40%
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?	Yes

## Key indicator 1: The engagement of all pupils in regular physical activity

*– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Launch 'Daily Dash' scheme across KS1 & KS2	<ul style="list-style-type: none"> <li>Mr Smith to launch daily dash in Autumn term.</li> <li>PE lead to support teachers with planning and ensure PE passport is available to all staff.</li> <li>Aim for classes to do at least 2 sessions of the Daily Dash per week</li> </ul>		Increased fitness levels across the school – fitness recording sheets	Maintain scheme into next academic year Introduce EYFS Funky Five Scheme				
Nursery and Reception: Physical Wake and Shake Daily	<ul style="list-style-type: none"> <li>Continue to use Jump Start Jonny</li> <li>Continue to use BBC super movers.</li> <li>Continue to use Go Noodle</li> </ul>		Raising children's activity levels. Improve physical ability Improving gross and fine motor skills.	Roll out to KS1				
Maintain curriculum at 2 hours physical activity/week	<ul style="list-style-type: none"> <li>Review current PE timetable ensuring all children have a 2 hour offer of curriculum PE</li> </ul>		Children receiving 30 mins+ activity on at least 2 days/week  Increased fitness levels	Ensure 2 hour offer stays in place				
Extend Extra-Curricular Offer	<ul style="list-style-type: none"> <li>Review current extra-curricular timetables</li> <li>Employ coaches to extend the offer</li> <li>Encourage TA's to become involved in clubs by supporting the coaches</li> <li>TA's and teachers to lead clubs.</li> </ul>	£	Clubs ensure there is an opportunity for children to reach the school target of 30 mins+ extra Physical activity/day	Using PE Passport to track children's participation, try and provide access to children who haven't previously attended clubs.				
Introduce 'Maths of the Day'	<ul style="list-style-type: none"> <li>Send Math &amp; PE lead on training course</li> <li>Pilot scheme with targeted groups to support engagement in math.</li> </ul>		Raising attainment levels in math – end of year assessments	Rolling out scheme across KS2				

## Key indicator 2: Raising the profile of PE & Whole School Improvement

*The profile of PE and sport being raised across the school as a tool for whole school improvement*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Improving Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Targeting children with SEND and Social and Emotional needs to attend extra-curricular clubs</li> <li>Use Daily Dash supported by Mr Smith.</li> <li>Use BBC Super movers/Jump start Jonny/ at appropriate times to engage children in their learning.</li> <li>Use of sports coaching at lunch times to support behavior.</li> <li>Use of sports lead to support at lunch times.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>More positive attitudes to learning – class teacher report</li> <li>Fewer instances of poor behaviour in targeted groups - teacher observations</li> <li>Whole school targets met more effectively</li> </ul>	<ul style="list-style-type: none"> <li>Enter more pupil premium events on SSP calendar</li> <li>Encourage children and families to attend clubs outside of school to further their skills and enjoyment of the sport/activity.</li> </ul>				
Heightening awareness of Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>Daily Dash – baseline fitness testing at the end of the school year followed by termly fitness retests encouraging children to be aware of changes in their fitness levels.</li> <li>Class teachers to use this as a platform to encourage children to promote attendance at school/out of school clubs.</li> <li>PE lead to deliver half termly projects to support the learning of Healthy Bodies and Healthy Minds.</li> </ul>		<p>Children to become more aware and responsible for the importance of being physically active</p> <p>Higher % take up of extra-curricular offer</p> <p>Increase in parental engagement.</p>	<p>e.g. school values ethos are complemented by sporting values</p> <p>e.g. children understand the contribution of PA, SS &amp; sport to their overall development</p>				
Raise the profile of PESS across the school	<ul style="list-style-type: none"> <li>'Spirit of the games values' certificates presented in school achievement assemblies and in class following PE lessons.</li> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies.</li> <li>Celebrating success through newsletters, website &amp; seesaw</li> <li>Sports Personality of the Week award in KS1 and KS2.</li> </ul>		Children understand the contribution of PA, SS & sport to their overall development	Mr Smith to lead 'Healthy Bodies Healthy Minds' project in school.				
Pilot targeted fitness club across	<ul style="list-style-type: none"> <li>Highlight children with low physical</li> </ul>		Improved fitness and	Sports lead to support other				

KS2/create opportunities to support children who experience difficulties accessing Physical Education.	<p>activity levels who are underperforming in PE and children who lack confidence during physical activities.</p> <ul style="list-style-type: none"> <li>Mr Smith to deliver fun fitness activities aimed at raising physical activity.</li> </ul>		confidence levels of children attending club.	teachers and teaching assistants in continuing this club throughout the school. Sports leaders lead activities at lunch time.				
Healthy Bodies Healthy Minds	<ul style="list-style-type: none"> <li>PE lead to lead half termly projects through school.</li> <li>PE lead to deliver high quality PE lessons as CPD for staff.</li> <li>Working with children and the community to improve awareness and importance of a healthy lifestyle</li> </ul>	£1000	Improve health and wellbeing and an understanding of a healthy lifestyle.	Working with parents and the community to improve awareness and importance of exercise and a healthy lifestyle				
Active Families	<ul style="list-style-type: none"> <li>PE lead with support of 2 parent champions will lead 6week after school clubs with whole families to encourage living a healthy lifestyle.</li> </ul>		Improve health and wellbeing and an understanding of a healthy lifestyle in the community.	Continue to develop and run throughout the year by targeting families who will benefit and enjoy the scheme.				

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Raise the quality of teaching and learning across the school	<ul style="list-style-type: none"> <li>Buy in to SSP programme.</li> <li>PE lead to prepare staff and student questionnaires to assess their confidence levels and strengths and weaknesses in delivering PE.</li> <li>PE lead to support teachers in the delivery of activities where they lack in confidence.</li> <li>External coaches to work closely with</li> </ul>	£1100	<ul style="list-style-type: none"> <li>PE lead to carry lesson observations across an activity to assess teacher's delivery of</li> </ul>	Good practice to be shared as part of joint planning process.				

	teachers and improve their confidence at delivering sessions.		<p>lessons.</p> <ul style="list-style-type: none"> <li>More high quality teaching leading to greater progress in PE – assessment levels</li> </ul>					
Broaden knowledge & skills of teachers to be able to deliver a broader range of activities. Focus on invasion games	<ul style="list-style-type: none"> <li>Ben, Adam and Fiona</li> <li>PE coordinator to create a programme for coach to work with each class over the year</li> <li>Coach to work closely with class teacher in assessing which children</li> </ul>	<p>£6250</p> <p>£2021</p> <p>£1750</p>	<p>More high quality teaching leading to greater progress in PE – assessment levels</p> <p>Children more motivated in PE by delivery of wider range of activities</p>	<p>Review success &amp; buy in next year if results positive</p> <p>Impact on pupil outcomes</p>				
Review & Improve Supporting Resources	<ul style="list-style-type: none"> <li>Buy in to PE Passport</li> <li>School data to be shared with passport</li> <li>Staff meeting to launch passport &amp; provide teacher training</li> <li>Launch PE Passport as main delivery tool for all lessons and assessment</li> </ul>	<p>£400</p>	<p>Higher quality lessons delivered from new scheme on passport</p> <p>Quicker &amp; more efficient recording of progress allowing for better planning</p>	<p>Upload improved schemes onto PE Passport.</p>				
High Quality of PE equipment to support high quality delivery	<ul style="list-style-type: none"> <li>Stock check of current equipment</li> <li>See SSP list of essential PE equipment &amp; order accordingly</li> </ul>	<p>(£491)</p>	<p>Higher quality learning</p>	<p>Ensure an annual stock take to maintain the high quality of equipment</p>				
Support Teachers and TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>Signpost Teachers and TA's/CPD with sports lead.</li> <li>Ask teachers what they specifically need support with and provide relevant CPD.</li> </ul>		<p>Targeting groups that need extra support to work with TA, aiding quicker progress for groups that might otherwise struggle</p>	<p>Encourage TA to deliver small parts of the lesson</p>				
Use target tracker as teacher assessment	<ul style="list-style-type: none"> <li>Teachers to assess every half term on TT/</li> </ul>		<p>Improved teacher planning by knowledge of children's current levels</p>	<p>Share assessment data with children</p> <p>Introduce an opportunity for children to self-assess</p>				

PE coordinator allocated time for attending SSP meetings.	<ul style="list-style-type: none"> <li>Organising cover to allow time for sports leader to attend meeting.</li> <li>Discuss and reflect on impact form.</li> </ul>		Ensuring targets from impact form are being achieved/met. Quality planning for next steps and improvements to be made.	Organised meeting for start and end of school year to maintain high quality planning and reflection				
Sport lead to deliver high quality PE.	<ul style="list-style-type: none"> <li>Yearly overview planning to help guide which class and which sport to coach.</li> <li>High quality resources purchased.</li> <li>PE lessons to progress skills from previous years/lessons</li> </ul>	£3721						

### Key indicator 4: Broader Range of Activities

- *Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Broaden Curriculum Offer	<ul style="list-style-type: none"> <li>Review current curriculum map in PE Passport.</li> <li>Ensure there is an even balance between in and outdoor activities as well as a broad range overall</li> <li>Introduce at least one new activity each year e.g. ultimate Frisbee, leadership, OAA or dodgeball.</li> </ul>		<p>Greater commitment to participation in PE lessons, see PE Passport attendance &amp; kit figures</p> <p>Improved attitude to learning</p>	Introduce 1 new activity each year with support of external coaches and sports lead.				
Broaden extra-curricular offer	<ul style="list-style-type: none"> <li>Review current extra-curricular activity balance (see table of activities in PE Passport)</li> <li>Develop offer to ensure each year group &amp; gender are catered for e.g. clubs, festivals, health &amp; activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games</li> <li>Employ coaches known to the school to help deliver this programme to ensure consistency &amp; positive relationships</li> <li>Increase in A.S.C provision</li> </ul>		<p>Wider range of children taking up offer of extra-curricular activities – PE Passport</p> <p>Higher attendance rates for clubs/events</p>	Get more staff on board to support wider programme				

<p>Improve offer for SEND pupils</p>	<ul style="list-style-type: none"> <li>• Identify SEND children who would benefit from SSP SEND programme of events</li> <li>• Develop offer to be inclusive e.g. SSP SEND Programme</li> <li>• Offer TA support for SEND children wishing to attend clubs/festivals</li> <li>• Motor Skills United intervention and extra-curricular opportunities.</li> </ul>		<p>Increase in number of SEND events attended</p> <p>Increase in number of SEND children attending clubs/festivals</p>	<p>Increased variety of after school clubs and opportunities.</p> <p>Meet with SG, SEND Lead.</p>				
<p>Target inactive children</p>	<ul style="list-style-type: none"> <li>• Using fitness testing baseline data, highlight children with low levels of fitness</li> <li>• Ask staff at the end of the year which children to target in autumn term.</li> <li>• Teachers to highlight children and seek support from sports lead/inclusion team in assessing PE.</li> <li>• Attend SSP girls/Boys Active Days, send</li> <li>• Develop intervention programmes to follow on from these days e.g. Girls/Boys Active Clubs</li> <li>• Daily Dash</li> </ul>		<p>Increase in attendance at extra-curricular clubs by targeted 'inactive' children</p>	<p>Roll out Daily Dash throughout school</p>				

## Key indicator 5: Competitive Sport

- Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Plan School Games Participation ensuring a wider cross section of children to represent school	<ul style="list-style-type: none"> <li>• Use SSP Competition Events Calendar to plan competition entries for year</li> <li>• Use new SSP booking system to enter events</li> <li>• Introduce Adswood Tree House Championships</li> <li>• Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events</li> <li>• Review children who have represented school in the past (PE Passport) &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before</li> </ul>		<p>Higher % of children taking part in competition</p> <p>More staff members contributing to competitions programme</p> <p>Increase in first time competitors – PE Passport</p>	Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year				
Children access sports day competitive activities.	<ul style="list-style-type: none"> <li>• EYFS/KS1/KS2 planned, organised and delivered by sports lead.</li> </ul>			PE lead to carry out events independently.				
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>• Review SSP competitions calendar and book all transport at the beginning of the year for events we wish to attend</li> </ul>	£625	Higher % of children attending SSP competitions – PE Passport	Explore possibilities of using parent/staff car for transport				
Increase competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>• Ensure SEND children are identified and supported to attend appropriate competition</li> </ul>		Higher % of SEND children attending SSP competitions	Obtain pupil voice from SEN children to find out what interests they have and try to organize competitions between schools.				
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>• Review current Level 1 provision and participation rates</li> <li>• Introduce and sustain Adswood Tree House Championships</li> <li>• Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across</li> </ul>		Increased % of children participating in Level 1 competitions	Teachers to deliver Level 1 competitions at the end of each unit of work				



	<p>the year</p> <ul style="list-style-type: none"> <li>Sports lead to support class teachers in running level 1 competitions at the end of at least 1 unit of work training teachers up to be able to do this in the future.</li> </ul>							
Create stronger links to community clubs.	<ul style="list-style-type: none"> <li>Make children aware of accessing sports in their local area.</li> <li>Advertise local clubs in school and make families aware of opportunities.</li> </ul>		Creating pathways from school competitions to community club participation.	Increase percentage of children accessing out of school clubs.				
Increase Level 2 Competitive Sport	<ul style="list-style-type: none"> <li>Create a 'cluster mini league' and organise fixtures in a variety of sports across a variety of ages.</li> </ul>		Increased % of children participating in Level 2 competitions	Roll out the mini leagues across a wider variety of school and age groups.				

