



BRAMPTON CORTONWOOD INFANT SCHOOL 2020-21

Evidencing the impact of the Primary PE and sports premium





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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

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:
<ul style="list-style-type: none"> • Children are accessing at least 30 mins of physical activity each day through: The Daily Mile, use of outdoor equipment at break and lunchtimes, lunchtime and after-school clubs and PE lessons. • School are following the Val Sabin programme to provide a clear structure for PE lessons and progression of teaching. • Kixx provide holiday clubs allowing children to be active during holiday time. • Throughout Covid weekly PE activities/sessions were sent out to the school to encourage staying healthy and active. • Employment of sports coaches to promote health and fitness, throughout school. 	<ul style="list-style-type: none"> • Auditing of PE equipment and the purchasing of high quality resources. • Promoting the 30/30 agenda through active breaks with equipment/ daily mile and active play times. • Increase staff confidence within PE and signpost to any relevant training or provide training to the staff. • Increase PE coordinators subject knowledge through working closely with a sports specialist during PE lessons and additional support.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £17270
= Total to be spent by 31st July 2021 £16109

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.	N/A Infant school
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 2021.	% N/A Infant school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/A Infant school
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A Infant school
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?	No N/A Infant school

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: £		Date Updated: 12.7.2021	
<p>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</p>					Percentage of total allocation:
					%
					27.5%
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:
We want our children to be active at break and lunchtimes to meet the daily 30 minutes.	Lunchtime/playtime support employed to help engage children in physical exercise.		£2,667	All children are now more active at playtimes and playground behaviour has decreased through supervision and through the opportunity to use playground sports equipment.	Sports leader to continue in the role in 2020-21, keeping up t- date with training opportunities and leading whole staff on any relevant CPD.
We want to improve motivation of KS1 children with regards to exercise.	Audit and purchase new quality equipment to improve the standards of PE lessons. New PE equipment bags given to each of the KS1 classes to be used at break and lunchtimes to improve participation and motivation.		£1,807	All children are now able to use more high quality sports equipment in PE lessons and outside at playtime.	Sports leader to monitor and evaluate the impact on children's skills in using and engaging with new equipment.
We want our children to assess outdoor equipment in our forest areas safely on a weekly basis.	Yearly outdoor climbing equipment check.		£270	The outdoor climbing equipment passed its safety check so now all children can carry on using it safely.	Has it been value for money? Analysis of end of F2 physical development statistics to explore any further gross motor development needs.

Created by:



Supported by:



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	12.7%
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:	Sustainability and suggested next steps:
Our children will adopt a cross-curricular approach to active learning in key curriculum areas – maths and phonics.	Active maths taught in weekly maths lessons. Active phonics interventions in place for targeted pupils.	£690.00	Children are accessing active maths in lessons. Active phonics sessions have been given to those children identified as having gaps in their phonics due to COVID 19.	Continue to use active maths next year and reintroduce it to staff for maximum use. Sports leader to monitor the impact of initiatives both on engagement and learning.
Our children in Early years will be able to access high quality equipment and resources that targets active learning and fine and gross motor skills.	Early years equipment to be audited and purchased.	£1500	Children in Early years have access to some sports equipment and more will be available for September 2021 for the next intake of children. Children are able to collaborate and work together to solve problems. Children are able to take calculated risks.	Sports leader will undertake baseline and subsequent assessment of gross motor skills of our pre-school and F1 children to demonstrate impact.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	53.1%
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 CPD of teachers in order to improve the teaching of P.E. in school. Ensure that the RQT (PE coordinator) receives support and training to ensure best practice and implementation across the school.</p> <p>Ensure all staff are upskilled through using a sports coach once a week to deliver sessions and CPD. Afterschool club to also be run by coach.</p> <p>PE coordinator to develop understanding of the role and undergo any additional training.</p>	<p>Dan Bennett employed for half a day a week to work with the PE coordinator to develop understanding and knowledge.</p> <p>Kixx used once a week to deliver PE lessons.</p> <p>PE coordinator accessed a shooting stars football course and has since passed this CPD onto all teachers.</p>	<p>£6,000.00</p> <p>£3,175.00</p> <p>£0</p>	<p>Sports leader is more knowledgeable about the role of PE and sport in school. Understanding the statutory requirements of the national curriculum and the health and safety requirements also.</p> <p>Children are engaged in their in school and after school PE sessions, behaviour is good and children are developing their sport specific skills.</p>	<p>Sports leader will undertake monitoring and evaluation of the quality of PE lessons being taught in school. This will lead to additional support or CPD.</p> <p>Sports leader will ascertain staff and pupil feedback from the Kixx sessions to evaluate value for money and plan for the future.</p> <p>Continue to build relationships with our current sport experts and seek to develop new opportunities that will broaden children's experiences and build new skill sets.</p>

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>PE coordinator accessed shooting stars with Disney course in Summer 2 term.</p> <p><i>This programme aims to capture Key Stage 1 (5-7 years old) girls' imaginations while developing their fundamental movement and speaking and listening skills. Supported by the National Literacy Trust, these sessions also provide the opportunity to achieve the learning objectives which are based on the national curriculum for Key Stage 1 English and PE.</i></p>	Children in F2 will be exposed to this programme during their active sessions. This may also be available as a club to KS1.	£0	Our girls will be inspired and use their imaginations within sport. There will be increased motivation as evidenced through pupil voice and observations of engagement.	Once all restrictions are lifted, it is hoped that children will be able to experience more sporting opportunities.

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:
We want our children to be exposed to some inter competition within classes through a sports day event at the end of the year.		£0		We hope that competitive sporting opportunities will be able to be held between our school and the local feeder school in 2021-22 when Covid-19 restrictions are eased.

Signed off by	
Head Teacher:	<i>A Headland</i>
Date:	12-07-21
Subject Leader:	Ailish McNeill
Date:	11.7.2021
Governor:	
Date:	