



## PE and SPORTS PREMIUM

### Evaluation 2019/20 and 2020/21 Action Plan

#### Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

Guidance on the primary PE and sport premium can be found at [gov.uk](#).  
Annex 1 – Primary PE and Sport premium – Online reporting template

## SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: Clifton Primary School

Academic: 2019-20

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

## SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- 1) perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100% (unable to review Top-up swimming needed Summer Term)
• 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?	100 %
• 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?	100 %
• 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

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**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2019/ 2020**

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<b>PE Apprentice worked tremendously hard and supported all teachers and children excellently throughout the year up to the point schools shut (March 2020)</b>	<b>Staff have all highlighted the impact he has had in allowing them to spend longer teaching and being able to improve their delivery to specific groups within PE</b>	<b>Subject Leader and PE Assistant to develop even better assessment and evidencing methods eg PE Passport</b>
<b>Pupil leadership opportunities were plentiful throughout the year with Sports Bloggers supporting Mrs Legge’s Newsletter</b>	<b>Pupils eventually needed no additional support or intervention when reporting on school sporting events</b>	<b>House Captains to be more involved with regards what the ‘bloggers’ report on and find different ways of reporting on sporting activities and events that take place</b>
<b>School Games Mark to be achieved again due to the high level of commitment shown to PE and School Sport</b>	<b>Gold Standard retained for PE and school sport (both physical and virtual) in 2019/20</b>	<b>Gold Standard + to be the benchmark for PE and School Sport next year</b>
<b>Once again bought into the Wyre and Fylde Sports Premium (full package) to provide curricular and extra-curricular support for all</b>	<b>Maintain the high % of clubs run and attended by pupils across both Key Stages. Variety of activities encouraged greater attendance with additional extra-curricular opportunities provided (Autumn / Spring)</b>	<b>The aim is for well attended clubs to be done again from Spring 2021 onwards if Covid allows this and a more detailed system of recording clubs attended to be used through the use of PE Passport</b>

<p><b>We increased the variety of sporting opportunities that the children could engage in both inside and outside of school hours</b></p> <p><b>Inclusion opportunities were provided and support was given to those children less involved in sporting activities as well as the more able children; these children were identified more easily via the PE Passport</b></p> <p><b>Lunchtime support to be improved upon and provided by PE Apprentice</b></p> <p><b>FMS skills which have been embedded within EYFS and KS1 for a number of years now are continuing to highlight improvements in children's abilities as well as provide greater success in multi-sport competitions at KS2</b></p> <p><b>Quality coaching to assist teacher's delivery</b></p> <p><b>Designated 'physical activity' sessions were provided to KS2 to allow more leadership opportunities and increased participation in physical activity</b></p>	<p><b>Utilising breakfast club opportunities proved a good way of introducing more opportunities again</b></p> <p><b>Change4Life club well attended and the 'Healthy Minds' initiative was run successfully once again – more G+T children than before were identified and would have been provided with additional opportunities later in the year</b></p> <p><b>Lunchtime activities were well organised by Mr Taylor and more games were set up and more children were involved in organised games</b></p> <p><b>Multi-skills tournament won and success also achieved within the Inclusion Festival, Girls' Football and other Inter-school sporting events</b></p> <p><b>Improvement in activities and lesson ideas</b></p> <p><b>Go Noodle was used successfully across KS2 and was enjoyed by the pupils with many achievements gained and Leadership opportunities were plentiful</b></p>	<p><b>Continue to place an emphasis on a variety of opportunities on offer, where possible, for both Key Stages</b></p> <p><b>Pupil Premium children to be more closely monitored with regards PE and School Sports Participation and Healthy Minds to be continued in KS1 as well as KS2</b></p> <p><b>PE apprentice to identify resource needs as well as leadership skills within individuals and these are to be highlighted eg in Pride Assemblies</b></p> <p><b>Teachers to become even more skilled at identifying the needs of individuals who still demonstrate poor FMS, especially at KS2</b></p> <p><b>More emphasis on collaboration to identify progress and attainment for set groups</b></p> <p><b>Next year these assemblies are to be maintained with an even greater emphasis being placed on 'healthy mind' and well-being activities</b></p>
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<p><b>Swimarathon event was attended once again with lots of children providing their support to the charity fundraiser event</b></p> <p><b>During the Summer Term and following 'lockdown' causing schools to close at the end of the Spring Term, many virtual activities were carried out to continue to highlight and promote PE and School Sport at home</b></p> <p><b>PE, Health and Well-being activities were promoted to 'key worker' children (Summer Term) as well as those children isolating at home in order to maintain physical and mental health</b></p> <p><b>Outdoor activities were heavily encouraged and promoted during the Summer Term for 'key worker' children and those children remaining at home</b></p>	<p><b>Children across KS2 actively took part in another successful swimming event with fantastic links made across the community</b></p> <p><b>A Virtual Sports Day was held and proved extremely successful with medals awarded to individuals as well as families that became involved; it was a fantastic community event. School also received a Virtual Schools Award from the Youth Sport Trust for our commitment to virtual PE and School Sport</b></p> <p><b>Pupils continued to recognise the importance of 'keeping healthy' although this was hard to evaluate with those who remained at home</b></p> <p><b>A wide range of outdoor activities were still taught at school</b></p>	<p><b>School to enter multiple teams in next year's event once again</b></p> <p><b>An even greater amount of intra-school opportunities are to be considered, especially whilst Covid dictates there being no inter school events and where House Captains and Sports Leaders skills are to still be recognised and celebrated</b></p> <p><b>PSHE and Mindfulness activities along with the need for general exercise will feature more prominently next year eg lesson starter activities and assemblies</b></p> <p><b>Outdoor games and activities that encourage social distancing are to be shared and encouraged in relation to the rules set out due to Covid</b></p>
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### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

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Academic Year: <b>2020/2021</b>		<b>Total fund allocated: £18000</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School focus / planned <i>Intentions</i>	Actions to achieve and <i>Implement</i>	Planned Funding	Actual Funding	Evidence	Actual <i>Impact on pupils</i> <i>To be reviewed:</i> <i>Spring 2021</i> <i>Summer 2021</i> <i>Autumn 2021</i>	Sustainability/ Next Steps
1)	Additional time and focus given to PSHE, physical and emotional health and well-being following 'lockdown' restrictions and absence from school	CPD to be delivered to staff on ways in which to promote PE and physical fitness under restrictive guidelines and the profile of PE in school to be raised	N/A		Note how much engagement there is in PE and physical activity throughout the school		

1) and 2)	New guidelines with regards wearing PE kit (all day on allotted days) to be established in order to increase participation, raise the profile and importance of PE and reduce further risks to pupils' health due to Covid regulations	RL to promote new kit to Parent Body through Newsletters and other forms of media  JA to devise a working timetable which allows pupils to have a day in-between 'kit days' for hygiene, washing of kit and the cleaning of equipment	N/A		Greater participation due to new guidelines on wearing kit with children being engaged in PE, as well other physical activities, on a minimum of two full days a week		
2) and 3)	Provide further support to the Sports Assistant (D. Taylor) including CPD on the PE Passport to help identify and monitor intra and inter school activities, as well as external clubs, through the PE Passport.	Working closely with DT (PE assistant) and being able to establish clear aims, wants and needs from both pupils and staff within PE and school sport	PE / Sports Apprentice ( <b>£14,000</b> )  <b>PE Passport (£350 – for full capabilities)</b>		DT to continue to provide high quality support and help raise standards  JA to have attended training on PE Passport and then deliver CPD (ongoing) to staff		
1) and 4)	Physical activity, mindfulness and health and well-being opportunities to be linked closely and provided across the school	Physical and Mental Health and Wellbeing to be heavily prioritised throughout the academic year	PSHE and PE CPD and resources eg PE Passport, PSHE Association and SCARF ( <b>£650</b> )		Positivity with regards staff & children's understanding and attitudes towards PE and Healthy Living		

1)	An unknown percentage of children will be unable to swim 25m on entering Yr6 following the lack of swimming last year so 'top-up swimming' will be needed in order to help them achieve this important and expected target	Year 6 children are to be assessed with those unable to swim 25m provided with 'top-up swimming' during the Summer Term on a weekly basis as this was not able to be provided as normal in the Autumn Term due to Covid	YMCA St Annes swimming baths and instructors ( <b>£2000</b> )		All of Year 6 able to swim at least 25m on leaving Primary School		
5)	Children to engage in a greater amount of intra-school competitions and virtual games whilst we are unable to interact with other schools and participate in inter-school competitive sports	House Captains and Sports Leaders to be given greater responsibility within their own classes with regular House Competitions being run throughout the year and achievements celebrated within virtual assemblies	Additional resources and playground equipment needed to provide sufficient resources across class 'bubbles' ( <b>£1000</b> )		Class 'bubbles' to have additional equipment and resources to promote high quality physical activity		

Completed by:

John Atkinson (PE and Healthy Schools leader)

Date: Autumn Term 2020

Review Date: Autumn Term 2021



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More active  
More often