



## PE and Sport Premium Impact Review 2019-20

<b>Academic Year September 2019 - 2020</b>				<b>Total fund allocated: £16750 Total spent: £15215 Carried forward £1535 = unspent funding</b>
<b>Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</b>				<b>Percentage of total allocation: 73.5% (c/f: 9.8%)</b>
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
<p>To enable our youngest children and to have increased opportunities for improved regular physical activity.</p>	<ul style="list-style-type: none"> <li>Develop replacement climbing apparatus, with an all-weather surface, for Reception pupils in our EYFS unit</li> <li>Provide line markings in the EYFS unit replacing those which are damaged and no longer visible.</li> </ul>	<p>£8,715</p> <p><b>£1,650 – carried forward.</b></p>	<p>Children are very active on the new apparatus. It encourages development of gross motor skills, especially balance and co-ordination. We have chosen apparatus with 'no simple route', so that it challenges children to find different routes through and over it.</p> <p><b>Carried over due to covid 19 closure</b></p>	<p>Develop play ideas to fit in with theme for the apparatus, to develop imaginative physical use which continues to encourage children's use of it. EG. This week it is a pirate island. This week it is Incy Wincy's spiders web...under water ship wreck..etc.</p>
<p>To ensure pupils with SEND play alongside their peers in regular physical activity in our main playground.</p>	<p>Survey of area made wheelchair friendly roundabout difficult to fit (drainage due to underlying clay). Replaced with wheelchair friendly play panels and activity route markings.</p>	<p>£2,500</p>	<p>All the children have enjoyed engaging with the panels and the route is used regularly by all pupils, encouraging active play together with SEND pupil who feels able to engage more independently with other children.</p>	<p>To continue to develop greater opportunities for children with SEND to be involved in the main playground.</p>

<p>To develop children’s involvement in gardening activities and the upkeep and management of the sensory garden.</p>	<p>Gardening tools, gloves, compost bin, plants, seeds and other materials purchased.</p> <p>To support children’s efforts school has employed a gardener to maintain the sensory garden.</p>	<p>£350</p> <p>£750</p>	<p>Children taking ownership of the garden, actively looking when new flowers bloom and closely observing insect life. Joining in with both planting and weeding, so a greater appreciation of the ‘hard work’ that goes into maintaining the garden. Lots of relaxed conversation seems to be encouraged and children are calm when working.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>➤ Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>➤ Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target</li> <li>➤ Attitudes to learning improved - better concentration in lessons.</li> </ul>	<p>Garden club will be a regular activity. Children will continue to be involved with planting and maintenance. Develop composting and understanding of sustainable living, care for the environment, our impact upon it.</p>
<p><b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p><b>Percentage of total allocation: 3.6%</b></p>
<p>Key Actions taken</p>	<p>Actual Outcomes</p>	<p>Actual Cost</p>	<p>Impact (school, staff, pupils) with Evidence</p>	<p>Sustainability and suggested next steps</p>
<p>To provide groups of children with an opportunity to attend a lunchtime club to raise attainment and increase enjoyment in participating in sport</p>	<p>There has been provision of a lunchtime PE club (through the specialist PE instructor)</p>	<p>£600</p>	<p>All pupils at some point in the year have taken part in the lunch time club. Children have been encouraged to develop their skills and engage in some competitive games. Children have enjoyed participating and skills have been improved, with comments like ‘I’m better at throwing now’.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>➤ Behaviour has improved particularly at lunch times and this</li> </ul>	<p>Children are developing their understanding of improving skills by practise and that this applies to all skills both physical and academic. If we practise our times tables we will get better at them.</p>

			<p>has led to improved learning in the afternoons</p> <ul style="list-style-type: none"> <li>➤ 90% of pupils are attending clubs in the community which is complimenting activities in school and in the curriculum.</li> <li>➤ Increased self-esteem/confidence are having an impact on learning across the curriculum</li> </ul>	
<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>				<b>Percentage of total allocation: 1.4%</b>
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
CPD training for dance.	To up skill all staff to deliver high quality PE lessons	£250	<p>Better subject knowledge for all teachers, with increased confidence in teaching sequences in dance and the use of a variety of apparatus. Staff can then support TA's in finding ways to participate and support.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>➤ Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets</li> <li>➤ Pupils really enjoy PE and Dance, are very keen to take part and demonstrate a real desire to learn and improve</li> </ul>	Continue to identify areas that staff feel they require further CPD and buy in qualified practitioners.
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation: 11.0% (c/f: 8.2%)</b>
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps

<p>To deliver swimming lessons to KS2 pupils.</p>	<ul style="list-style-type: none"> <li>● Payment towards swimming lessons at Flitwick Leisure Centre for 6 weeks. <b>Carried over due to Covid 19</b></li> </ul>	<p><b>£1224-carried forward</b></p>	<p>Children really enjoyed the lessons, developed a growing understanding that dance is physically demanding and dancers are worthy of respect as it requires a high level of fitness and flexibility. Children enjoyed developing routines and performing them with increased confidence.</p>	<p>KS2 children become confident in the water and have an opportunity to learn how to swim so this will continue when accessible.</p>
<p>Key stage 2 'Beat Dance' to encourage boy's participation in dance.</p>	<p>Dance teacher employed to teach one dance lesson a week in Spring term. Beat dance chosen to encourage boys greater participation.</p>	<p>£250</p>	<p>Children really enjoyed the lessons, developed a growing understanding that dance is physically demanding and dancers are worthy of respect as it requires a high level of fitness and flexibility. Children enjoyed developing routines and performing them with increased confidence.</p>	
<p>Bikeability – safe riding skills and bike care.</p>	<p><b>To encourage children to make most use of their bikes, safely. Ensure that tyres and brakes are kept in good condition.- carried forward covid 19 closure.</b></p>	<p><b>£160-carried forward</b></p>		<p>Encourage children to cycle for recreation and fitness. Make cycling an alternate choice of transport in adult life.</p>
<p>Premier sports- covid 19 extra sports activities.</p>	<p>Support for health and wellbeing of children during lock down.</p>	<p>£1300</p>	<p>Children were very keen to engage in outside physical activities that they could also do with friends in a safe manner. Many had been outside very little so the freedom this gave was much needed. Children were able to let off steam, build stamina and were more relaxed as a result.</p>	<p>Children felt that sport had had a positive effect on how they were feeling. Continue to promote the positive effects of sporting activities on wellbeing and mental health.</p>
<p>Extra equipment for covid 19 Bubble groups</p>	<p>To allow each group to have balls and other equipment that would not be shared between bubbles.</p>	<p>£300</p>	<p><b>See above.</b></p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>➤ Very fewer instances of pupils not bring kit to school and as a result</li> </ul>	

			<p>progress and achievement in curriculum PE is good.</p> <ul style="list-style-type: none"> <li>➤ 95% of pupils say they enjoy PE and Sport and want to get involved in more activities.</li> <li>➤ Pupils who were disaffected in PE are now more engaged and want to take part.</li> <li>➤ Increased self-esteem/confidence are having an impact on learning across the curriculum</li> <li>➤ Pupils really enjoy PE and Dance, are very keen to take part and demonstrate a real desire to learn and improve</li> </ul>	
<b>Indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation: 1.2%</b>
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability and suggested next steps
Provide pupils with the opportunity to compete in a wider range of KS1 and KS2 school games events	<ul style="list-style-type: none"> <li>● Work with neighbouring schools to organise inter-school competitions.</li> <li>● Hold competitive school sports days –<b>CANCELLED COVID19</b></li> </ul>	£200	<p>Children enjoyed games days with Shelton Lower, engaging in a variety of team games and activities. Applied skills learned in PE to playing games.</p> <p>Children encouraged via Google classroom to take part in the Youth Trust home sports day.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>➤ All staff have commented on the better integration of pupils from different backgrounds.</li> </ul>	Continue to build links with other schools in our pyramid.