

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

Academic Year: 2019-20

The DfE 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 and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

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
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

The main focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.



Academic Year:	2019 - 2020
Total Funding Allocation:	£23,135 (inc carry forward of £6,565 and this year's funding of £16,570)
Actual Funding Spent:	£17,780.60 (c/f to 2020/21 of £5,354.40 due to Covid-19 Pandemic)

PE and Sport Premium Impact Review 2019/20

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

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Sports Leader training for all Year 4 pupils, supported by Premier sport Formal training and progressive development for sports leaders, enabling greater levels of participation as well as leadership for pupils	Sports Leader training implemented in Autumn 1 and Spring 1. Pupils in Year 4 led physical activities on a rota system which encouraged younger pupils to engage in more sport related play during play and lunch times. Due to COVID-19 closure only the Bronze level of the course was completed and assessed.	£720 (Sports Leader Programme)	<ul style="list-style-type: none"> - All year 4 pupils achieved at the Bronze level of the course - More pupils engaging in sport and physical activity play led by older pupils - Staff were able to support pupils to engage in physical activity during play and lunch times on a rota basis and had more capacity to support pupils in physical play based experiences who did not want to engage in the sport based activity. 	<ul style="list-style-type: none"> - Re-introduce the course for next cohort of Year 4 pupils, a larger cohort means more opportunities should be available to pupils. - This proved a worthy investment to support our oldest pupils to develop further skills in their own sporting ability as well as begin to develop leadership skills. Had the course been completed we are sure we would have seen a much greater impact.
Enhanced staff awareness of alternative sporting activities through regular Continual Professional Development (CPD) with a	Members of the school team were able to alternate some lessons of support with the sport coach, developing their own understanding of coaching and being able to reflect	£1440 (Sports Coach) £1080	<ul style="list-style-type: none"> - HLTA now has greater experience of social distance PE teaching - Other TA's have now had experience of working alongside 	<ul style="list-style-type: none"> - Continue working with the sport coach, with particular focus on staff development of a 'safe distancing' PE curriculum. - Allow more opportunities for

dedicated coach Provided further extra-curricular activities when school was running as usual	this into the second PE lesson of the week. Alternative sports activity days were also introduced, such as sit volley ball Fewer opportunities for alternative PE were implemented than planned due to the COVID-19 closure; however use of the sport coach during the partially open phase meant that staff experienced and developed their understanding of socially distanced PE skill development.	(Extra-curricular clubs)	a sports coach to support pupils 1:1 under the guidance of the coach - Staff engaging in the 'Sit volley ball' day were introduced to alternative methods for skill development with different layers of challenge - Pupils who returned to school during the partially open phase continued to be engaged in PE safely and developed wider experiences in sports such as Archery or foot tennis.	wider team members to work alongside the coach, continuing to enhance support for pupils with key workers in PE engagement. - Continue to explore alternative methods of sports implementation to utilise in the PE curriculum.
Develop a programme of sports clubs with Premier that allows for pupils to engage in a sport for a longer period of time, i.e. a half term of fencing or boxing rather than stand-alone weeks.	A programme of clubs was introduced, changing on a half-termly basis, taking place one day per week. Archery and Fencing club introduced for a half-term, Tag rugby club introduced to encourage greater levels of KS2 pupils engaging in after school club and 'new experiences' led to a half-term of trialling new sports and skills through a multi-sports approach.	£1080 (Extra-curricular clubs)	- Pupil engagement in clubs for Year R and Year 3 rose - Pupils gained broader experiences outside of the classroom	-Re-introduce a schedule of alternative clubs as well as maintaining the multi-sports club - Introduce a second sports club each week with a focus on the different aspects of physical activity, including performing arts and dance. This should increase engagement of girls in after-school clubs as well as allow for more opportunities for engagement for pupils as through having more options for attendance.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
From Spring 2 pupils who have received Sports Leader training will begin setting up their own intra-school competitions for pupils in all year groups	- Due to COVID-19 closure sports leaders were unable to embark on this aspect of their course. Small lunch time competitions were enabled during Spring 1 but no whole school formal	£720 (Sports Leader Programme)	- Year 4 pupils received training in the competition element as part of their sports leader coaching and began introducing this into their practice during play and lunch time sports leader activities	- Re-implement Sports Leader training for the new cohort of Year 4 pupils - Set aside dates for specific sports leader led intra school competitions, using team houses to develop competition

	opportunities were able to be implemented			as well as community
Ensure pupils are given time to change before a change over time, allowing PE lessons to last the full hour. Changing back to school clothes can happen at the end of the school day rather than during lesson times	<ul style="list-style-type: none"> - Pupils were changing at the beginning of a session (i.e. straight after or just before lunch) rather than during lesson time allowing for more time during the PE lesson. - Introducing 'mission impossible' style timers increased the pace at which pupils were able to change 	£0	<ul style="list-style-type: none"> - More time spent in PE lessons rather than changing - Pupils had more time to develop essential skills through more effective use of lesson time - Pupils develop autonomy and pace with changing skills. 	<ul style="list-style-type: none"> - Due to restraints with COVID-19 pupils will attend school in their PE kits on PE days. - PE days will be Tuesdays and Thursdays for all pupils in school, allowing for sport and physical activity to be more prevalent from the beginning of the school day.
Implement the Sports-leader programme offered by Premier Sport. Pupils in year 4 have 6 weeks of training at the beginning of each half term and work towards achieving different levels of sports leader accreditation. Pupils in younger years have more purposeful sport based play opportunities during play and lunch times	<ul style="list-style-type: none"> - Sports Leader training was implemented for Aut 1 and Spr 1. - Pupils across the school had wider opportunities for engagement in PE and sport based activity during rest times, being led by Year 4 pupils. - The prominence of Sports Leaders was increasing across the school before the closure in March. 	£720 (Sports Leader Programme)	<ul style="list-style-type: none"> - Year 4 pupils developed greater confidence and enthusiasm for sport, particularly those less engaged previously. - A rota system developed by the Year 4 pupils allowed all children and staff clear awareness of sports leaders they could engage with each day. - Sport activity during play and lunch times increased dramatically with all pupils engaged at some point throughout each week. 	<ul style="list-style-type: none"> - Continue to implement Sport Leader training for the next cohort of Year 4 pupils, continuing to increase the prominence, engagement and positive attitudes towards sports during play and lunch times.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Weekly coaching sessions for Both KS1 and KS2 classes, ensuring a teacher/HLTA is receiving CPD through engaging in and	Members of the school team were able to alternate some lessons of support with the sport coach, developing their own understanding of coaching and being able to reflect	£1440 (Sports Coach)	<ul style="list-style-type: none"> - HLTA now has greater experience of social distance PE teaching - Other TA's have now had experience of working alongside 	<ul style="list-style-type: none"> - Continue working with the sport coach, with particular focus on staff development of a 'safe distancing' PE curriculum. - Allow more opportunities for

discovering the process of teaching in these lessons	<p>this into the second PE lesson of the week.</p> <p>Alternative sports activity days were also introduced, such as sit volley ball</p> <p>Fewer opportunities for alternative PE were implemented than planned due to the COVID-19 closure; however use of the sport coach during the partially open phase meant that staff experienced and developed their understanding of socially distanced PE skill development.</p>		<p>a sports coach to support pupils 1:1 under the guidance of the coach</p> <ul style="list-style-type: none"> - Staff engaging in the 'Sit volley ball' day were introduced to alternative methods for skill development with different layers of challenge - Pupils who returned to school during the partially open phase continued to be engaged in PE safely and developed wider experiences in sports such as Archery or foot tennis. 	<p>wider team members to work alongside the coach, continuing to enhance support for pupils with key workers in PE engagement.</p> <ul style="list-style-type: none"> - Continue to explore alternative methods of sports implementation to utilise in the PE curriculum.
Continued to implement maths of the day activities and introduce to KS2.	<ul style="list-style-type: none"> - Maths of the day activities continued to be used at least weekly by each class - Maths of the day was prominent became a core curriculum resource during the re-opening phase as it allowed greater use of outdoor and physical mathematics 	£445 (Teach Active Subscription)	<ul style="list-style-type: none"> - Pupil engagement in Maths outside of the classroom led to pupils replicating outdoor maths lessons during their own play - Staff teaching ability to adapt lessons to outdoor learning is increasing, in maths as well as other subjects. Staff are more confident to take pupils outdoors for maths lessons -Support staff are able to utilise this resource for individuals who need an alternative curriculum as part of their key worker role. Confidence and readiness to engage pupils in learning in a physical and alternative manner has increased. 	-Continue to invest in Maths of the Day, this will continue to develop fluency and reasoning skills outside of the classroom, supporting well-being as well as safety during the COVID-19 pandemic.
Head of School has Investigated training needs to implement forest school Liaison with other local schools already implementing forest school has taken place	<ul style="list-style-type: none"> - Forest school communication and relationships with other settings have taken place and were ready to be enabled. - Forest school was due to start in Summer term 2020 however due to COVID-19 	£0 (<i>Not yet spent, carry forward to 2020/21</i>)	<ul style="list-style-type: none"> - Forest School introduction has been shared with staff and relationships with other settings to enable the introduction of Forest school are ongoing. - No impact has yet been made in school other than the 	<ul style="list-style-type: none"> - Make the introduction of Forest School a priority for 2020-21, supporting staff training and awareness through CPD opportunities and working alongside local schools/pre-schools to ensure staff have

A designated area for Forest school has been created	this had to be postponed		designated space being allocated	confidence and the ability to implement Forest School.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
A programme of sports clubs was developed with Premier sport to offer alternative sporting experiences	A programme of clubs was introduced, changing on a half-termly basis, taking place one day per week. Archery and Fencing club introduced for a half-term, Tag rugby club introduced to encourage greater levels of KS2 pupils engaging in after school club and 'new experiences' led to a half-term of trialling new sports and skills through a multi-sports approach.	£1080 (Extra-curricular clubs)	<ul style="list-style-type: none"> - Pupil engagement in clubs for Year R and Year 3 rose - Pupils gained broader experiences outside of the classroom 	<ul style="list-style-type: none"> - Re-introduce a schedule of alternative clubs as well as maintaining the multi-sports club - Introduce a second sports club each week with a focus on the different aspects of physical activity, including performing arts and dance. This should increase engagement of girls in after-school clubs as well as allow for more opportunities for engagement for pupils as through having more options for attendance.
A daily rota for year groups to use the galaxy frame was introduced, giving each year group a specific 'day' which all pupils seemed to look forward to each week.	Pupils utilised the rota for the galaxy frame and had increased support and opportunity to engage with this resource. Year 3 girls who had been targeted became much more confident in the use of the equipment and developed their skills through regular play.	£0	<ul style="list-style-type: none"> - Pupil engagement with the galaxy frame has supported greater gross motor skills development. - Particular focus for Year 3 girls proved effective, with all now able to complete the monkey bars section with little to no support 	Continue to utilise the rota system for forthcoming years, ensuring all pupils have a fair opportunity to engage with this resource alongside other play and sport based activities during play and lunch times.
East Beds School Sports Partnership (EBSSP)- First Aid training for KS2 pupils was implemented	Pupils in Year 3 and 4 engaged well in a basic first aid course, although it was thought to be 'pitched' at upper key stage 2 pupils and therefore will be reviewed to find a more age appropriate approach	£2400 (EBSSP subscription)	<ul style="list-style-type: none"> - Pupil voice: "I feel like I can help my friends, or anyone, if they get hurt now." - Pupils have a greater awareness of how to support one another with basic first aid 	Exploration of alternative teaching methods for First Aid training for pupils which is focussed at our younger pupils (this course was pitched slightly too high)

			<ul style="list-style-type: none"> - Some pupils found it difficult to engage in the more 'formal' presentation of the information. 	
At the start of Spring 2 Pupils were asked to create a shopping list of resources they would like to enhance their play on the Multi-Use Games Area (MUGA).	Shopping list compiled, including basketball nets, new tennis court net, smaller football goals for inside the MUGA etc. Resources were not ordered due to COVID-19 lockdown.	£0 (<i>not yet spent, carried forward to 2020/21</i>)	<ul style="list-style-type: none"> - Pupil voice listened to and resources collated to add to the facilities available 	<ul style="list-style-type: none"> - New sports Leaders to review the list before the order goes in in the new school year, ensuring the resources remain part of the pupil voice and support the pupils in their sport leader roles.
Designated a Forest School space and started developing the area.	<ul style="list-style-type: none"> - Resources needed for Forest school space to be collated alongside trained staff from other settings with which we are liaising - Forest school has not yet been introduced due to COVID-19 closure, this was targeted for Summer term 2020 but will now be postponed until the academic year 2020/21 	£0 (<i>not yet spent, carried forward to 2020/21</i>)	<ul style="list-style-type: none"> - No impact yet evident due to postponement 	<ul style="list-style-type: none"> - Continue to investigate and prioritise forest school opportunities for the school and establish a timeline for implementation by Spring Term 2020/21
Worked with pupils to identify resources that would support play as well as physical activity.	Pupil voice made clear that pupils would enjoy a slide and this would support physical development. Investigated options and decided to purchase a mound tunnel with slide which was installed on the school field, adjacent to the playground, during the lockdown period of 2020.	£9960.60 (Mount Northill)	<ul style="list-style-type: none"> - Pupils have yet to access this resource as it was installed in Summer 2 and these resources were not yet able to be used under lockdown measures. - Enhance play experiences will be easily supported through the tunnel mound which comes complete with a slide, climbing wall and crawl through tunnel space, enabling physical imaginative play which will support gross motor development, particularly for younger pupils who are unable to access all parts of the galaxy 	<ul style="list-style-type: none"> - Pupils to have a day per week where their year group is allocated time to utilise this resource as part of their 'bubble group.'

			frame.	
Each class was designated a budget for including a physical experience within their topic	The first activity scheduled was for KS2 to go Rock climbing in March 2020. This had to be cancelled due to COVID-19 Pandemic	£0 (<i>not yet spent, carried forward to 2020/21</i>)	- Impact is not measurable as the trip had to be cancelled for KS” and KS1/ Year R had not yet had the opportunity to arrange their trips which were due in Summer Term.	- Continue to utilise curriculum topic themes to identify physical experience enhancement within the curriculum, relating PE to the wider curriculum in an explicit manner.
Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Intra- school competition training was incorporated into Sports Leader training Intra class competitions facilitated through EBSSP Virtual competitions were introduced during the school closure, entering the cultural challenge as well as the virtual sports day following the virtual pentathlon competition across the local area	Pupils were engaging in some intra school competition during play and lunch times as part of sports leader activities. Inter school competitions did not take place due to conflicting dates that were re-scheduled last minute. ‘Virtual’ Sports events were engaged in through home schooling, with pupils entering their results or sharing photos with the school. Pupils in school engaged in virtual pentathlon with a sports coach and class teacher, allowing for social distancing within their bubble groups and elements of competition	£2400 (EBSSP subscription)	- Pupils have had little competitive opportunities within this past academic year. - Virtual sports engagement during home learning has been well received, photos and videos shared to the school website and pupils in school engaged in the many challenges shared by the EBSSP.	- PE Lead to take the lead of competition across school, working with house captains and sports leaders to introduce a termly team day full of intra school competitions - House Captain Elections to take place as part of first team days. - Work with EBSSP to ensure we are engaging in wider competitions - Work with Partnership education to investigate introducing wider inter school competition into our after-school clubs
Introduced greater levels of competition through school house teams during PE lessons as well as play time sport leader challenges.	House teams used during PE lessons as part of competition at the end of each skill development lesson as part of the practice Greater emphasis and recording of these to establish a team competition board is needed Sports Leaders proved difficult to organise team colour games due to	£720 (Sports Leader Programme)	- Competition through team houses still need to be increased, - Some use of house colours and captaincy needed to enhance the provision for pupils and direct more pupil led competition without causing disruptive challenge	- Team competition to become a regular fixture in the annual diary - Team rewards days to be introduced to encourage greater competitive element and engagement - House captains to liaise with PE lead to organise and coordinate

	the flexibility needed to accommodate pupils moving between the lunch hall and play spaces			their teams.
Sports Day held virtually through use of a pentathlon challenge and social distanced sports for pupils on site, older pupils leading.	<p>Pupil engagement in the virtual sports day was strong and enabled wider participation even though only one third of pupils were able to attend school.</p> <p>Older pupils in each bubble were able to support with leading the sports activities in their bubbles</p> <p>Pupils at home were able to contribute their efforts through sharing pictures or emails with the school.</p>	£2400 (EBSSP subscription)	<ul style="list-style-type: none"> - Due to COVID-19 closure and restrictions a sports day was not able to take place in its usually manner, therefore organisation of the sports day was more adult led and utilised resources from the EBSSP. - Pupils were able to engage in a virtual sports day through shared resources and sharing videos, photos and emails between home and school. 	<ul style="list-style-type: none"> - Sports day to be led by house captains and sports leaders. - A larger cohort of Year 4 in the next academic year will support wider engagement in sports day prep and organisation. House captains to lead the sports leaders on organising a sports day and programme of supporting readiness for their teams during the lead up within sports leader activities.

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	N/A

Schools may 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 already in place in the school.

**Please note, we usually offer swimming lessons to pupils in Year 3 or 4 on a two year cycle, this was cancelled this school year due to the COVID-19 Pandemic, therefore pupils leaving Northill this year have not yet had swimming lessons through school.*

Summary of Our Achievements to Date and The Impact of Funding

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

- Opportunities for Physical activity engagement across the school have increased for all pupils, with use of the Galaxy frame, Multi-Use Games Area (MUGA), sports leader activities and now the new addition of a mound tunnel climbing wall and slide. Pupils have vast opportunities for engagement in physical activity within their curriculum as well as during rest time and therefore all pupils can be engaged in physical activity for at least 30 minutes per day in school.
- Throughout 2019-20 KS2 were trailing the implementation of a 'daily mile' to look at increased engagement in learning. This proved effective and should be a focus within the next academic year across the school.

Indicator 2: The profile of PE and sport being raised across the whole school as a tool for school improvement.

- The use of sport and physical activity is becoming much more prominent in our curriculum. We are moving to include sporting/physical activities as part of our topic enhancements as well as through the use of outdoor maths and the eventual introduction of the Forest school. This aspect has moved more slowly within the last academic year but will become much more prominent in the next year with the introduction of PE kit days as well as the topic enhancements and sports leader training.
- Use of Physical sensory circuits was implemented part-way through the year to support individual pupils with SEND needs. This is an effective method of increasing the profile of physical activity across the school and supporting wider engagement in learning.

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- The team at Northhill are developing their skills and ability in delivering a more diverse PE curriculum well. Support staff are now developing their ability further through integration into the activities as key workers. This aspect will continue

to develop much further with the introduction of forest school as well as the need to adapt our curriculum offer drastically to meet the requirements of safe distancing during this COVID-19 Pandemic.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

- The activities offered to our pupils are continually expanding. Dance and performing arts continue to need further establishment as a method for wider participation in broad experiences however this is already moving forward as part of the curriculum. Experiences such as fencing, archery, boxing, sit volley ball and tennis are becoming prominent in school and topic enhanced experiences, such as the unfortunately cancelled rock climbing experience, will all continue to enable much broader sporting experiences.
- Utilising physical activity as a means of supporting vulnerable pupils has proved effective in engaging pupils less likely to participate in wider group sports or physical activity.

Indicator 5: Increased participation in competitive sport

- Competition and competitive sport is an area we need to continue to development, particularly since the coronavirus outbreak. Our intra-school competition needs to become more prominent but needs to be managed carefully to avoid causing anxiety or challenge to pupils with specific needs. When available we will continue to engage in inter-school competition and will work with our partners to broaden our inter-school relationships to create our own competitions where we can.

Next Steps - Our Plans for 2020-21 and how we will sustain the improvements:

- Further engage pupils in a broader range of sporting activity through increasing diversity of sports offered in clubs and sports lessons.
- Continue to enhance our broad curriculum through exploring further opportunities for outdoor learning, including the establishment and implementation of the forest school.
- Continue to enhance the sport leader role, including house captaincy, to allow pupils to develop greater autonomy in sport provision and implementation.
- Monitor and reward engagement in sport more explicitly through house team enhancement during sport leader play.
- Continue to develop staff engagement and skills set in teaching of PE as well as outdoor learning opportunities elsewhere in the curriculum.
- Support pupils with additional needs to develop and enhance engagement with physical development and utilise sensory diets to increase engagement in physical activity as well as wider learning.
- Enhance further the prominence of sport and PE across the school through dedicated PE kits days and teams days which celebrate sport and wider physical activity across the whole community.
- Increase the time spent on physical activity each day through implementation of a whole school 'daily mile' or 'brain break'